



# The Effect of Using Paper Plate Media on Expressive Language Skills in Early Childhood

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**Abstract.** Children aged 5-6 years should have the ability to express their wishes verbally. Nevertheless, most of child aged 5-6 years in Karawang Regency still unable to express their wishes because lack the confidence to tell stories and afraid to argue. The purpose of this study was to analyze the effect of paper plate media in stimulating expressive language skills on children aged 5-6 years. This study used a one group pretest and posttest experimental design involving 20 children aged 5-6 years from Karawang Regency. The data analyzed using T-Test technique. The results showed that paper plate media had an effect on increasing expressive language in children aged 5-6 years by 40%. Paper plate media is a factor that plays an important role because it is attracted for children. This is shown by 8 of 20 children aged 5-6 years who are more confident about telling stories using paper plate media. Paper plate media is an appropriate teaching aids for stimulating expressive language for children aged 5-6 years. This property may be effective to utilized in kindergarten.

**Keywords:** Paper plate media, Expressive language, Early childhood

## 1 Introduction

Humans need education in their lives. Education is an effort so that humans can develop their potential through the learning process. Kindergarten is one form of Early Childhood Education that exists in the school education channel. In accordance with the Education Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 1 paragraph 14 states that Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Based on the Regulation of the Minister of National Education No. 58 of 2009 states that the type of PAUD services can be implemented in formal and non-formal education channels [1]. The formal education pathway is Kindergarten (TK) or Raudhatul Atfal (RA) and other equivalent forms for children aged 4-6 years. Non-formal education

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pathways can take the form of Childcare Parks (TPA) for ages 0-2 years and Playgroups (KB) for ages 2-4 years or other equivalent forms. Kindergarten belongs to the formal education pathway, namely education organized for children aged 4-6 years. Children aged 4-6 years are included in the golden age, at this age children have extraordinary absorption if they continue to be given stimulation according to their stage of development so that at this age the five aspects of child development must be optimized as much as possible. The five aspects of development are cognitive, language, physical motor, religious moral values and social emotional aspects.

PAUD is a conscious effort to facilitate physical and spiritual growth and development from birth to six years of age through the provision of experiences and stimulation that develop in an integrated and comprehensive manner so that children can grow and develop healthily and optimally in accordance with the values, norms and expectations of society [2]. Children are small humans who have potential that still needs to be developed. Children have certain characteristics that are unique and not the same as adults, they are always active, dynamic, enthusiastic, and curious about what they see, hear, feel, and they never seem to stop exploring and learning.

Based on the Regulation of the Minister of Education and Culture of Indonesia Number 137 of 2014 Chapter IV Article 10 Paragraph 1 Point 5 aspects of language development including (a) Understanding receptive language, including the ability to understand stories, commands, rules, like and appreciate reading, (b) Expressing language, including the ability to ask questions, answer questions, communicate verbally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of graffiti; and (c) literacy, including understanding the relationship between letter shapes and sounds, imitating letter shapes, and understanding words in stories. In the explanation above, there is language development that early childhood will go through. This is described as expressive language and receptive language. Receptive language is the way children understand the language they get. So that the child is able to know and listen well to the language he receives. Receptive language is more in-depth in the child's understanding of the knowledge he knows so that the child is able to interpret whatever he gets [3].

Expressive language is the way children respond to things in their own way, in other words, children are able to express whatever they feel. In this case, expressive language is needed for early childhood, so that children are better able to communicate what things they get. So that in expressive language more emphasis is placed on telling stories and expressing [4]. There are several functions of this expressive language development, including: a). The child is able to develop the vocabulary he gets; b). Children are able to express the feelings they feel; c). Children are able to convey ideas or desires correctly and effectively. From some of the functions above, we can know that expressive language is needed to support children's social. In this case, expressive language is a development that can facilitate children in expressing their opinions to develop the ideas they want to convey in a correct and structured way. In this case, early childhood requires things that can support their language intelligence specifically in expressive language. This expressive language is not necessarily obtained easily, it must be through good habituation in an early childhood environment. Supporting factors other

than the environment are learning media that have the ability to provide a good stimulus for children [5].

The learning media is expected to be able to provide effectiveness in the development of children's expressive language. There are various ways that can be done to stimulate expressive language skills of early childhood, one of which is by creating learning media that is interesting and in accordance with the age and stage of development of early childhood. Early childhood learning media is an intermediary tool specifically designed in accordance with learning objectives in order to convey messages from the sender (teacher) to the receiver (child) so as to stimulate certain aspects of development in accordance with the learning objectives to be achieved [6]. There are four principles of using early childhood learning media. The use of learning media should be able to overcome problems, and pay attention to the principles of convenience, cheapness, reachability, durability and safety used by children in play activities while learning. The use of learning media must be carried out with appropriate learning plans so that it can be followed properly by children during play activities while learning. The learning media created should be used not only to stimulate one aspect of development, but also to stimulate other aspects of development. In designing a learning media there are several principles that must be considered so that the learning media made can overcome the problems that exist in PAUD institutions. There are several principles that must be considered in making learning media.

The learning media to be designed should be able to stimulate various aspects of early childhood development and can be used in the long term on all themes of activities in school. In making learning media, it should use materials that are around the school environment. Learning media made by teachers should be able to stimulate children's imagination and can be used for children's exploration activities while at school. Learning media made can be used in individual, small group and large group activities. The age and stage of child development should be taken into consideration by the teacher in creating learning media [7]. There are a lot of learning media that can be obtained in developing children's intelligence, one of which is paperplate media in previous research conducted that paperplate media can affect the development of early literacy in early childhood [8]. In addition, in research conducted paperplate media is also able to influence children's ability to count. Furthermore, it is also stated that paperplate media can be effective in developing naturalist intelligence in early childhood [9].

Paper plate media is a media that comes from paper plates that we often encounter in a celebration or party. Paper plates that are usually only used as disposable containers can be recycled again by making them as some media that will be felt to be quite capable of developing early childhood intelligence. In this case, paper plate media is expected to be effective in training and stimulating the expressive language intelligence of early childhood. This is expected after seeing some successful research using paper plate media so that this research will later add innovation for teachers and parents in providing learning innovations for early childhood.

## 2 METHOD

The method used in this research is quantitative. Where the data generated based on pretest and posttest results. In the pretest and posttest range, treatment is carried out to provide a stimulus for children's expressive language using paper plate media [10]. In calculating this research using SPSS to measure how much effectiveness of paper plate media on expressive language of early childhood. This activity was carried out for 9 days with details of 1 day pre-test, 6 days treatment and 1 day posttest. Before conducting the pretest, a sample validation data test was carried out by taking a sample that was different from the sample to be studied. In this case the following is the assessment instrument studied in determining the relationship of paper plate media to the expressive language of early childhood (Table 1).

**Table 1.** Research Assessment Instruments

No.	Statements	UD	SD	DE	DVW
1.	The child is able to mention the vowel letter symbols				
2.	The child is able to show the symbol of vocal letters				
3.	The child is able to mention consonant letter symbols				
4.	Children are able to show consonant letter symbols				
5.	The child is able to distinguish letter symbols that are almost the same, such as ("b,d" "p,q)				
6.	The child is able to mention the initial letter (a-m) of a picture shown by the teacher.				
7.	The child is able to mention the initial letter (n-z) of a picture shown by the teacher.				
8.	The child is able to name groups of pictures that have the same initial sound/letters (consonant letters).				
9.	The child is able to match the initial letter symbol according to the picture shown by the teacher.				
10.	The child is able to name the group of pictures that have the same initial sound/letter (vocal letters).				

Description:

UD : Undeveloped

SD : Starting Develop

DE : Developing as Expected

DVW : Developing Very Well

### 3 Results And Discussion

This study uses calculations through the SPSS application in this calculation used is the normality test, homogeneity test, and hypothesis testing. This is done to find out how much the effectiveness of paper plate media on expressive language intelligence of early childhood.

#### 3.1 Normality Test

From Table 2 it is known that the data from the normality test  $> 0.05$ , so the data collected has normal results.

**Table 2.** Normality test

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.400	20	.000	.695	20	.063
POSTTEST	.138	20	.200*	.942	20	.260

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### 3.2 Homogeneity Test

The homogeneity test table ini Table 3 the data that has been obtained from the results of research activities.

**Table 3.** Homogeneity Test

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
HASIL	Based on Mean	12.012	1	38	.001
BELAJAR	Based on Median	11.593	1	38	.002
	Based on Median and with adjusted df	11.593	1	35.244	.002
	Based on trimmed mean	11.265	1	38	.002

3.3 T-test

Table 4. T-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
Pair	Before - After	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1		34.900	2.382	.533	-36.015	33.785	65.525	19	.000

Based on Table 4, the results obtained t-count 65.525 where the value is greater than table 2.086. from this, the resulting data shows that there is a relationship between the development of early childhood expressive language with paper plate media. Data is considered related if the value of t-count > t-table with a value of 65.525 > 2.086.

3.4 Discussion

Early childhood is a child who has the ability to record everything well, so that in stimulating children it is hoped that children will be able to develop and grow well. Good habituation is expected to be a good provision for children in the future.

This research was conducted for 8 days, namely 1 day of pretest, 6 days of treatment and 1 day of posttest. Here are some of the documentation taken during the research:

**Pretest.** Pretest was conducted on Monday, October 24, 2022 to find out the child's initial expressive language development before treatment in this research activity shows at Fig. 1.



Fig. 1. Pretest activity

**Treatment.** Implementation of treatment using paperplate media which was carried out on October 25-31, 2022. This treatment is carried out to stimulate children's expressive language development in using paper plate media.



**Fig. 2.** Implementation of Treatment

**Post Test.** In seeing the extent to which paper plate media is effective for early childhood, posttest activities are carried out. This activity is carried out as a form of closing several series of treatment activities in determining the results of the study.

Furthermore, the data that has been obtained from the results of this study is processed using the SPSS application. The data is processed with Normality test, Homogeneity test and T test to see the extent to which paper plate media is effective for expressive language of early childhood. In the final calculation it was found that the normality test value carried out was normal because the data obtained was  $> 0.05$ , so the data results were normal. Based on table 1.3 the data obtained is homogeneous because the results obtained are  $> 0.05$  then the data obtained is declared homogeneous. Furthermore, the assessment in the t test is known in table 1.4 the results of the t test conducted, the results obtained t-count 43.371 where the value is greater than t table 2.160. from this, the resulting data shows that there is a relationship between the development of early childhood expressive language with paper plate media. Data is considered related if the value of t-count  $>$  t-table with a value of  $43.371 > 2.160$ .



**Fig. 3.** After Treatment

## 4 Conclusion

From this study it can be concluded that paper plate media is effective for early childhood in stimulating the development of expressive language. This is evidenced by several assessment instrument tests and data processing. So that the paper plate is able to have an effective impact in stimulating the development of expressive language in early childhood.

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