



The Effectivity of Language Games Method and Learning Motivation Toward the Language Competence of Early Children

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Abstract

Language competence is a set of knowledge, attitude and skill which absolutely belongs since a child. Because it is an asset for being able to communicate in order to understand, get information, express mind and feeling, and develop knowledge. So that, language learning through a fun method with another supporting factor, like learning motivation is expected to influence the level of the early children language competence. The goals of this research are to test the differences of language competence between a group which gets treatment of language games and the group which gets conventional method, to test the differences of language competence between group which has a high motivation and group which has a low motivation, to test the influences of interaction between language games method and learning motivation toward language competence of child. This research uses quantitative approach with experiment method factorial designed 2x2 with four kindergartens in Tembalang as the samples. Normality test uses Lilifors Test, Homogeneity uses Barlet Test and hypothesis test uses ANAVA two strips with t-Dunnet test with alpha = 0.5 as the level of belief are proven that the seven hypothesis are appropriate with the goals of research which can be received. As the result, the treatment of language games method and learning motivation are effective significantly in developing children language competence.

INTRODUCTION

Language education on early children, especially 5-6 years old who are on kindergarten level is purposed to develop language skill used to accompany action or language accompanying action. Language is used to interact and have character "here and now". The discussion topics are about things in the context of situation. To reach this competence, students are used to be with the variety of adjacency pairs which is the basic to get interaction skill which is more complex. The area of language learning on kindergarten level is oral communication skill limitedly in the school context involving listening, speaking, reading and writing aspects. Listening and speaking skills are instructed to support spoken communication while reading and writing skills are instructed to support written communication.

The fact shows discrepancy on ideal expectation. It is achieving the mastering of children language competence; however, what happens are many children haven't performed their interest in language course, seem scared of expressing ideas, opinions or even their minds. Besides that many behaviors show the minimum focus of children in giving attention to language learning, in which the behavior mentioned are some examples that indicate the low motivation of students learning.

According to that case, it is needed to have a conducive learning situation which can increase the interest and motivation of students to be able to join in the language learning. On the other hand, language learning method given should be interesting in playing nuance for preschool level, as consequence learning principal constructed is through games. By this research, one of the methods will be tested, it is language games method and the level of students' learning motivation which are suspected giving the effectiveness toward language competence level of students of kindergarten that is expected becoming the reference in doing language learning at school.

The purpose of this research is to test empirically the influences of language games method and learning motivation toward the level of language competence of kindergarten students. The purpose is explained more specifically, they are (1) testing the differences of language competence between group given treatment of language games method and group given treatment of conventional method. (2) Testing the differences of language competence between group having high motivation and group having low motivation. (3) Testing the influences of interaction between language games method and learning motivation

on toward students' language competence. (4) Testing the differences of language competence between group given treatment of language games and has high motivation and group given treatment of language games method and has low motivation. (5) Testing the differences of language competence between group given treatment of conventional method with high motivation and group given conventional method with low motivation. (6) Testing the differences of language competence between group given treatment of language games with the high motivation and group given conventional method with high motivation. (7) Testing the differences of language competence between group given treatment of language games with high motivation and group given treatment of conventional method with the low motivation.

Language games has double goals, they are for getting fun as the function of playing games and for training the certain language skill as the subject. If there are fun games but they don't exercise language skill, it is not called as language games. Whereas: if the games are not fun, whereas exercising certain language skill, they cannot be named as language games. To be called as language games must have two requirements, they are enjoy and exercising language skill.

Practically language games have advantages, Soeparno (1998;64) states the advantages are language games as learning method can improve the students' activeness in teaching and learning process, the activities done by students don't only involve the physic activities but also mental activities, it also can increase students motivation in learning, can add solidarity and cooperation, by many games learning becomes more awesome and memorable because it is fun and improving student's creativity in learning.

There are some types of game that can be used in language learning, as following: (Djuanda, 2009:125)

- 1 Chain whispering
- 2 Playing phone
- 3 Chain story
- 4 Kim see and say
- 5 Read and Do

Motivation is not only as learning stimulant but also as the result of students learning perception toward the effectiveness the way of learning performed in order this is more important than the word perception itself. It can be drawn logically. If a student thinks that they have already studied well, this argument is inclined making him more enthusiastic on learning that he thinks that he has done something unwell, anything the

result of learning.

Motivation is an effort to act, instruct and sustain one's attitude in order he wants to act and do something in order to achieve certain goals. In learning activity, motivation can be called as entirely action power in student self which causes learning activity that guarantee the learning activity process, which gives signal to learning activity. The result that the goal expected by the subject of learning can be achieved (Sardiman, 2000: 73). It can be explained as the following indicators: (1) being interested in teacher means not hating or having uncared attitude (2) being interested in learning given has high enthusiasm and control the attention especially on teacher (3) always want to join class groups and want his identity known by others (4) action, habit and the attitude are always in self-control (5) always remember the message given and learn it again and always controlled in his environment

The level of language competence of early age children between 5 to 7 years old based on Otto (2010:237) are students are able to speak up around 5 to 6 word in a sentence, the vocabulary is closed to 2000, are able to explain thing used and tell what and how something are made from, know the relation of room and place, know their address, know nominal of money, count ten things, ask an information, differentiate their left and right using their own hands, know the general differences like big and small, know the equal and difference and can use all types of sentence, such as invitation, command, interrogative sentences and direct sentences.

METHOD

The approach of this research uses quantitative approach. While for the method used is experiment method. According to the goal determined, this research uses factorial design 2x2 which is explained in the following table. (Ary, Jacobs & Sorensen, 2010:315)

Tabel 3.1

Variabel B \ Variabel A	High Motivation (B1)	Low Motivation (B2)
Language games (A1)	A1B1	A1B2
Conventional Method (A2)	A2B1	A2B2

Note:

- A1 : group which get treatment of language games
- A2 : group which get treatment of conventional language games method
- B1 : group which is involved having high motivation
- B2 : group which is involved having low motivation
- A1B : group which gets treatment of language games and has high motivation
- A1B2 : group which gets treatment of language games and has low motivation
- A2B1 : group which gets treatment of conventional method and has high motivation
- A2B2 : group which gets treatment of conventional method and has low motivation

Research setting is done for three months in Tembalang. The sample of this research uses cluster technic which means taking sample of four kindergartens / preschool from two guidance areas in Tembalang. They are PAUD Al-Azzam dan TK Tunas Rimba II as experiment group dan TK Negeri Pembina Sendang Mulyo and TK PGRI 7 as control group.

The research procedure is done by using pre assessment step, giving treatment in experiment group for six times and doing post assessment. Data collecting technic is divided into two types of instrument. They are 10 observation items related to the motivation level of children, and 13 observation items related to language competence which has done validity and reliability assessment.

Data analyze technique in this research is technique variety analyze (ANAVA) of two scripts. If interaction influence is found in analyzing, t-dunnet test will be done then. Before data of the result of hypotesis test is analyzed, analyze requirements test is done firstly consisting of normality and homogeneity tests. Normality test done uses Liliefors test, while homogeneity test uses Brlett test.

RESULT AND DISCUSSION

Hypothesis test of this research is done using variation analysis technique of two ways (ANAVA). After calculation is finished and there is interaction, t-Dunnet test in done then.

Variation analysis of two strips is an inferensial analysis technique to test the differences of the avarage point of two variates. They are learning method (A) and learning motivation (B). the purpose of two ways ANAVA is investigating the

main effect and one interaction effect. The main effect in this research is the differences of learning method consisting of language games and conventional method and the influence of differences of children learning motivation becomes high and low. While interaction effect is effect between learning method and learning motivation toward the competence of children language.

Recapitulation table of the result of two ways variant analysis calculation (ANOVA) on the significant standard $\alpha = 0,05$

Tabel. 2

Variant source	JK	Db	RJK	F _{hitung}	F _{tabel}	$\alpha = 0,05$	$\alpha = 0,01$
E a c h columns A1 A2	1525,68	1	1525,68	56,843**	3,30	5,29	
E a c h lines B1 B2	861,39	1	861,39	32,093**	4,13	7,44	
Interaction A x B	195,853	1	195,853	7,296*	3,30	5,29	
Depth	1180,97	44	-	-			
Total	3763,22	47	-	-			

Note : db = free standard, JK = quadrate total, RJK = the average of quadrate total, α = significance standard, A = learning method, B = learning motivation, *Significant, **very significant

According to the result of calculation for two ways ANOVA above, some inventions are discovered related to research hypotheses and it can be concluded that :

1. The differences of language competence between a group given treatment of language games method and a group given a treatment of conventional method (A1A2)

According to table above, the result of calculation of two ways ANOVA for variant source between column A1A2 is score for $F_{arithmetic}$ gets 56,843 and F_{tabel} gets 3,30 on significance standard (α) 0,05. It seems that $F_{arithmetic}$ is higher than F_{tabel} ($F_h > F_t$). it means that zero hypothesis (H_0) is refused and alternative hypothesis (H_1) is received.

Finally there are differences of language competence between group given treatment of language games method and group given treatment of conventional method. The differences

also appear if being seen from the average which $\mu A1 = 35,11$ and $\mu A2 = 28,67$ which means $\mu A1 > \mu A2$. It shows that language competence of group given treatment of language games competence significantly is higher than language competence of group given treatment of conventional method.

2. The differences of language competence based on high and low learning motivation (B1B2)

According to table above, the result of calculation of two ways ANOVA for variant source between line B1B2 is score for $F_{arithmetic}$ gets 32,093 and F_{tabel} gets 4,13 on significance standard (α) 0,05. It seems that $F_{arithmetic}$ is higher than F_{tabel} ($F_h > F_t$). it means that zero hypothesis (H_0) is refused and alternative hypothesis (H_1) is received.

As the result, there are differences of language competence of children based on high and low learning motivation. The differences also appears when being seen from the average of language competence of group which was not given treatment using language games method and which was not given treatment using conventional method, which $\mu B1 = 11,97$ and $\mu B2 = 10,03$ that means $\mu B1 > \mu B2$. This shows that significantly group having high motivation on learning gives influences on language competence of children rather than group having low motivation.

3. There is influence of interaction between learning method and learning motivation involved high and low (A X B)

Based on the table above, the calculation result of two ways Anava for variant source of each lines B1B2 is obtained F_{hitung} gets 32,093 and F_{tabel} gets 4,13 on significance level (α) 0,05 appears that F_{hitung} is higher than F_{tabel} ($F_h > F_t$). It means that zero hypothesis (H_0) is refused and alternative hypothesis (H_1) is received.

In conclusion, there are interaction influence between learning method and learning motivation toward language competence of children. It means there is interaction influence significantly between learning method and learning motivation toward language competence of children.

Next, the result of variant analysis two ways (anova) tells that there are differences on each group of research treatment. So that, the analysis can be continued to t-Dunnet test to compare the good of a treatment group and another treatment group based on hypothesis. The recapitulation of calculation result of t-Dunnet test

is shown below.

Table 4.32 Recapitulation of t-Dunnet Test Calculation Result on significant level $\alpha = 0,05$

No	t-Dunnet Test Treat- ment	$t_{\text{calculate}}$	Sym- bol	t_{table}	Difference Level
1	A1B1 : A2B1	2,139	>	1,661	Significant
2	A1B2 : A2B2	2.949	>	1,661	Significant
3	A1B1 : A1B2	2.282	>	1.661	Significant
4	A2B1 : A2B2	4.640	>	1.661	Significant

According to the result of t-Dunnet test, it is found the superiority ratio on the each treatment group below:

1. The Difference of Language Competence Between Children Given Treatment Of Language Games Method From High Learning Motivation And Children Given Treatment Of Conventional Method From High Learning Motivation (A1B1 : A2B1)

Children language competence given treatment of language games method from high learning motivation (A1B1) has language equal score 35,45, while with treatment of conventional method from high learning motivation (A2B1) has language competence average score 33,73.

According to the calculation of t-Dunnet, it is obtained score for $t_{\text{calculate}}$ 2,139 while for t_{table} to compare four treatment combinations on significant level (α) 0,05 is 1,661. It shows that $t_{\text{calculate}}$ is higher than t_{table} ($t_{\text{calculate}} > t_{\text{table}}$) means the zero hypothesis is refused (H_0) and alternative hypothesis (H_1) received.

It's concluded that treatment of language games method from high learning motivation (A1B1) significantly better than treatment of conventional method from high learning motivation (A2B1). Treatment of language games method from high learning motivation can increase children language competence.

2. The Differences Of Language Competence Between Children Given Treatment Of Language Games Method From Low Learning Motivation And Children Given Treatment Of Conventional Method From Low Learning Motivation (A1B2 : A2B2)

Children language competence given treatment of language games method from low learning motivation (A1B2) has language competence average score 28,33 while with treatment of conventional method from low learning moti-

vation (A2B2) has language competence average score 24,82.

According to the calculation of t-Dunnet, it is obtained score for $t_{\text{calculate}}$ 2,949 while for t_{table} to compare four treatment combinations on significant level (α) 0,05 is 1,661. It shows that $t_{\text{calculate}}$ is higher than t_{table} ($t_{\text{calculate}} > t_{\text{table}}$) means the zero hypothesis is refused (H_0) and alternative hypothesis (H_1) received.

It's concluded that treatment of language games method from low learning motivation (A1B2) is significantly better than treatment of conventional method from low learning motivation (A2B2). Treatment of language games method from low learning motivation can increase children language competence.

3. The Differences Of Language Competence Between Children Given Treatment Of Language Games Method From High Learning Motivation And Children Given Treatment Of Conventional Method From Low Learning Motivation (A1B1 : A1B2)

Children language competence given treatment of language games method from high learning motivation (A1B1) has language competence equal score 35.45 while with treatment of conventional method from low learning motivation (A1B2) has language competence equal score 28.33.

According to the calculation of t-Dunnet, it is obtained score for $t_{\text{calculate}}$ 2,282 while for t_{table} to compare four treatment combinations on significant level (α) 0,05 is 1,661. It shows that $t_{\text{calculate}}$ is higher than t_{table} ($t_{\text{calculate}} > t_{\text{table}}$) means the zero hypothesis is refused (H_0) and alternative hypothesis (H_1) received.

It's concluded that treatment of language games method from high learning motivation (A1B1) is significantly better than treatment of conventional method from low learning motivation (A2B2). So treatment of language games method and high learning motivation can increase children language competence.

4. The Difference Of Language Competence Between Children Given Treatment Of Conventional Method From High Learning Motivation And Children Given Treatment Of Conventional Method From Low Learning Motivation (A2B1 : A1B2)

Children language competence given treatment of conventional method from high learning motivation (A2B1) has language competence equal score 33,73 while with treatment of conventional method from low learning moti-

on (A2B2) has language competence equal score 24,82.

According to the calculation of t-Dunnet, it is obtained score for $t_{\text{calculate}}$ 4,640 while for t_{table} to compare four treatment combinations on significant level (α) 0,05 is 1,661. It shows that $t_{\text{calculate}}$ is higher than t_{table} ($t_{\text{calculate}} > t_{\text{table}}$) means the zero hypothesis is refused (H_0) and alternative hypothesis (H_1) received.

It's concluded that language competence of the group given treatment of conventional method but having high learning motivation (A2B1) is significantly better to be compared with the group using treatment of conventional method and low learning motivation (A2B2). So the treatment of conventional method but having high learning motivation can increase children language competence.

RESULTS AND DISCUSSION

This research supports theory that high learning motivation can influence children language competence. According to theory of motivation which is divided into the aspect of children interest to the teacher and learning, the involving of children either in individual activity or group which is shown in language games significantly can increase the intelligence of children emotion compared with the group having low motivation. So children having high learning motivation especially in this research shows language competence is higher than the group having low motivation.

This finding research shows that motivation is not only as the stimulus to study but also the result of students learning perception to the effectiveness of learning ways used for this case is more important than its perception. It can be described logically, if children think that they have already studied well this argument is inclined making them more enthusiastic in learning than they think they have already done something unwell, whatever the result.

Having the same opinion of the statement above Sudirman (2000: 73) explains that in learning activity, so motivation can be called as the entire power of action in students stimulating learning activity, guaranteeing learning activity and giving ways on learning activity, so the goal hoped by learning subject can be reached.

The same case shown from the interaction between the treatment of language games method and learning motivation on the level of children language competence, it's shown by the result of hypothesis observation which is refused

H_0 . It means that there is interaction influence between treatment of language games method and learning motivation on the level of children language competence. This fact indicates that grouping according to high or low learning motivation gives effect or impact to the effectiveness of the treatment of language games method and conventional method in increasing children language competence.

From all analysis results explained above either in descriptive or inferential, it can be concluded that the treatment of language games method is more effective in increasing children language competence than the treatment of conventional method. The treatment of language games method is proven increasing children language competence. Learning process using treatment of language games method is done better and more interesting for children than using treatment of conventional method. Children interests are shown on how they are active in learning process because language games method stimulate children to wound in, play, interact happily, then some kinds of language games also given to bring the impact on children learning motivation to be more interested. The treatment of language games method attends the types of learning motivation, because treatment of language games method gives more effective result especially on children with high motivation proven by having significant difference on the level of children language competence which is got from the treatment of language games method and having high learning motivation.

The last analysis is how games activity always becomes part of education program for children. Games activity naturally is finally used and received as learning tools on first quarter of twentieth century although it is not fully considered as the only one way of children learning (Djuanda, 2009: 120).

From children playing situation expected getting more understanding about objects and having specific skills on observing and getting material and spiritual meaning symbolized by the materials and activities. This playing finally can be used by the teacher as technique of learning to form understanding while role play or by using some medias which are provided.

Playing which is relevant with education is learning in a formation of playing something which means describing message, situation, improving knowledge and skill and valued for children on creating certain learning experience. Playing activity can be taken example by language lab (Mayarina, 1999). As long as children

play, they express some word, languages, getting chance to have conversation, arguing, explaining, convincing even when they are imagining they will express the words, having conversation, and it is probably for children doing experiment using new words, so they will enrich the riches of vocabulary and their understanding skill. In this process the children could find something that carries its own pleasure encouraging.

By language games activity the children learn how to use language factually and contextually. How to use it when they are angry, sad, or other situations. As the result, learning language using games is more effective, because they use language isn't only theoretically, but also practice and pragmatic in life and its children life.

CONCLUSION

According to data found in research and discussion, so it could be concluded below:

1 The application of language games method (language games) is proven that it can increase children language competence significantly than conventional method. It can be seen from the average of count result where $\mu A1 = 35,11$ and $A2 = 28,67$ which mean $A1 > \mu A2$, and variance source between column A1A2 obtained score $F_{\text{calculate}}$ is 56,843 and F_{table} is 3,30 on significant level (α) 0,05 or it is seen that F_{count} is higher than F_{table} ($F_h > F_t$).

2 The difference level of children language competence reviewed according to the pattern of learning motivation can be got the result that children language competence from high learning motivation is better than children having low motivation. It can be seen from $\mu B1 = 11,97$, $\mu B2 = 10,3$ which means $\mu B1 > \mu B2$,

3 There are interaction influences significantly between language games learning method and learning motivation to the children language competence. It is seen from interaction variance between column and line A X B obtained $F_{\text{calculate}}$ is 7,296 and F_{table} is 3,30 on significant level (α) 0,05 that $F_{\text{calculate}}$ is higher than F_{table} ($F_h > F_t$).

4 The treatment of language games (language games) and having high motivation (A1B1) significantly increase language competence than the treatment of conventional method and having high motivation (A2B1). It is seen from the score $t_{\text{calculate}}$ is 2,139 according to t-Dunnet test on significant level (α) 0,05 is higher than t_{table} is 1,661 ($t_{\text{calculate}} > t_{\text{table}}$).

5 Treatment of language games and having low motivation (A1B2) significantly increase lan-

guage competence than the treatment of conventional method but having low motivation (A2B2). It can be seen from the score $t_{\text{calculate}}$ is 2,139 according to t-Dunnet on level significant level (α) 0,05 is higher than t_{table} 1,661 ($t_{\text{calculate}} > t_{\text{table}}$).

Treatment of language games (language games) and having high motivation (A1B1) significantly increase language competence than treatment of language games method (language games) and having low motivation (A1B2). It can be seen from $t_{\text{calculate}}$ 2,282 according to t-Dunnet test on significant level (α) 0,05 is higher than t_{table} 1,661 ($t_{\text{calculate}} > t_{\text{table}}$).

The treatment using conventional method and having high learning (A2B1) significantly increase children language competence than using conventional method and having low learning motivation (A2B2). It can be seen from the score $t_{\text{calculate}}$ is 4,640 according to t-Dunnet on significant level (α) 0,05 is higher than t_{table} 1,661 ($t_{\text{calculate}} > t_{\text{table}}$).

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