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## Name Wheel Application through Basic ABC Games for Children's Language Development

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**ABSTRACT:** Early childhood is an important period for language development. Indonesia, which is still a developing country, still needs to make efforts to improve children's language skills. This research aims to describe the application of the Name Wheel through Basic ABC Games for Children's Language Development. Using a qualitative descriptive approach with participants aged 4 - 5 years, totaling 12 children consisting of 6 boys and 6 girls who were directly involved in the learning. The results of the research show that the development components of language comprehension abilities, in general, begin to grow based on observations made after children play the Basic ABC game using wheel names. A child's ability to pay attention to and understand the instructor's instructions after the spinning wheel stops is one sign that the child has improved their understanding of language. Apart from that, children can also understand the rules when playing the game. It is hoped that this research can help teachers to always innovate in designing learning for children based on children's developmental achievements.

**Keywords:** children's language development, application of the name wheel, basic ABC games

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## 1 INTRODUCTION

Early childhood is an important period for language development. In relation to language development from Syamsiyah and Hardiyana (2021) research, explains that early childhood is a sensitive period for each individual where at this time every development will be very easy to stimulate, so that early childhood is a very appropriate period for developing language skills. Language is an aspect of development that plays an important role in life and has a function as a tool for children to interact socially (Jurkic et al., 2023). When a child speaks, they must use a form of language that is meaningful to the person they are communicating with and in communicating children must understand the language used by others (Sobur, 2017). According to Suherman (2016) the ability that early childhood is expected to achieve in the aspect of language development is to be able to use language to be understood both passively and actively used to communicate effectively.

Indonesia, which is still a developing country, still needs to make efforts to improve children's language skills. Facts obtained in the field show that the literacy rate of Indonesian people is still very low compared to other countries in the world. This is in accordance with the latest UNESCO data stating that Indonesia is ranked second to bottom in terms of world literacy, meaning that public interest in reading is very low (Kadow et al., 2021). Indonesian people's interest in reading is very concerning, only 0.001%. Then, in a different study entitled World's Most Literate Nations Ranking conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60 out of 61 countries regarding reading interest, just below Thailand (59) and above Botswana (61) (Minister of Education and Culture Regulation, 2014). Other data is shown by research conducted by Rahman et al., (2021) regarding the development of basic literacy in increasing interest in reading and writing in early childhood is still low.

The problems that occur above can be caused by the low understanding of children in receiving language development stimulation from teachers. As the results of interviews and initial observations at ECE Mawar 14 revealed, learning media is still rarely used to improve children's language skills. Teachers still tend to use monotonous learning methods (conventional learning models), and the media used is also still very limited, resulting in low children's language skills. As research Wahyundari and Handayani (2021) the reality found in the field, the education process still tends to be original, it is not even supported by qualified learning media, there are some lessons in early childhood that receive less attention so that children's abilities also do not progress, in general, early childhood language skills orally are still very minimal. In communicating, they tend to be less adaptive, less able to convey their feelings or emotions properly and correctly, and still have various difficulties in pronouncing words and in their pronunciation (Sumitra et al., 2020).

One of the problems above is due to the lack of use of varied methods and media in the process of stimulating children's language development. This is in line with Fitria et al.,

(2022) in early childhood, which is still in the concrete preoperational stage, children need concrete media that can stimulate their five senses. Therefore, learning activities will be more fun if the teacher combines them with concrete learning methods and media that children like. Given the rapid development of technology in the 21st century and the results of the evaluation of children's language development, teachers at ECE Mawar 14 create innovative learning media. As explained by Suryani (2018) that the rapid development of technology encourages teachers to follow the development of media in the form of websites, television, e-learning and so on. The innovation of ECE Mawar 14 teachers is to stimulate language development through ABC 5 Basic games by utilizing modern technology, namely the Name Wheel Application.

The Name Wheel application is an online application that runs on a web browser whose purpose is to draw prizes. The Name Wheel application has various menus such as new (to start a new window), open (to open a file), save (to save), customized (to customize or edit the display), full screen and many more. In the name wheel application, there are also various colors that are interesting to use. In addition, the name wheel can be used for technology-based ABC 5 Basic games. Now there is an update to the ABC 5 Basic game with the use of name wheels for students. As described by Miller the spinning wheel is modified for learning media that can improve learning ability and attract students' attention by using a variety of colors (Ulya, n.d.). The use of wheel names through the 5 Basic ABC game is expected to be used by teachers as an early childhood learning media to stimulate aspects of language development through the principle of playing while learning, because games are fun activities for children. Initially the Five Basic ABC Game was one type of children's game that was very popular in the 1990s in Indonesia. Children play it easily and without using special tools or objects. Traditional toys only use limbs, namely fingers. Given the rapid development of technology and the proximity of children to the world of gadgets, the ABC 5 Basic game through the name wheel application becomes a traditional game innovation without eliminating the function of the game to stimulate children's language development.

The application of the Name Wheel Application through Basic ABC Games is a challenge for the school, in this case ECE Institution Mawar 14 in stimulating children's language development. Looking further and in depth, the purpose of this research is to describe the Application of Name Wheel through Basic ABC Games for Children's Language Development.

## 2 THEORETICAL STUDY

### 2.1 *Children's Language Development*

The 21st century is a century where technology is developing rapidly. These technological developments have an impact on various changes in all aspects of life, one of which is the occurrence of competition between humans. Each country is competing to become a superior and advanced country by creating various innovations in the field of technology. The goal is of course to create convenience in various activities and

overcome various problems that occur. This is what makes competition intense in various fields, be it economic, socio-cultural, political, and technological. Given this competition, humans in the 21st century must have the ability to survive and compete. Without having the skills needed in the 21st century, humans will be left behind by intense competition. The problems that occur above can be caused by the low understanding of students in receiving learning material from the teacher. Teaching literacy to read and write instilled from an early age is the first step in mastering basic literacy skills in the 21st century. As emphasized in the World Economic Forum in 2015 and 2016 which stated that nations in the world must formulate a new vision of education that contains mastery of 3 skills. namely basic literacy, competency and quality of character (Wahyuni, 2023).

Literacy is one of the various abilities that humans must possess in the 21st century, namely one's language skills (listening, speaking, reading, and writing) in everyday life. The World Economic Forum, Nugraha and Octavianah (2019) states that literacy is one of the 16 skills needed in the 21st century. The importance of literacy is explained by Khomsiyatun (2019) that literacy needs to be instilled as early as possible so that the younger generation have 21st century skills so that they can become a generation of superior, intelligent and character. The importance of reading and writing literacy to be developed as early as possible is also explained by Fitria et al., (2022) that literacy skills are developed from an early age in order to grow critical and creative thinking skills in children. Literacy in reading and writing includes understanding language, expressing language and literacy or recognizing letters, can be instilled through the principle of playing while learning (Minister of Education and Culture Regulation, 2014). Meanwhile, literacy includes learning to read and write (Kuder et al., 2022).

Language is basically an organized utterance of human thoughts and feelings, which uses sound as a tool (Rabiah, 2020). Thus, through language humans can greet each other, exchange ideas to meet their needs. Likewise with children, children also need other people to express their hearts or thoughts through language. According to Hurlock Children's language development is systematic and develops together with their age. Children go through the same stages of development, although different backgrounds in life, for example: family social, intelligence, health, encouragement, relationships with friends and so on, which also affect them, so that differences occur (Elizabeth, 1978).

Explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 Children's language development as referred to in paragraph (1) consists of: receptive language understanding, expressive language, and literacy (Indonesian Ministry of National Education, 2014). Therefore, an understanding of children's language development should not be ignored by teachers. With this insight into language development, teachers are expected to have a basis and signposts when implementing their learning program. Understanding language means that children can listen and understand and understand the stories they hear. The child understands the language so the child will be able to respond and be stimulated by his/her speaking ability to give a response.

## 2.2 *Basic ABC 5 Game*

Play means possible socialization give children a chance to explore , discover , express feelings, create and learn in a pleasant way (Trinova, 2012). Play is important for children to all phase development . Various studies show that games can develop various abilities, including Power remember, work same, creativity, as well reception vocabulary, friendship, and control (Priyanto, 2014). One of them is the ABC 5 Basics game.

The ABC 5 Basics game is a traditional can We see you when you 're a child . Games that are played in a way clustered and in sequence in accordance with children. How to play is children pair a number finger with child other Then accompanied ABC 5 Basic song , begins letter A to letter final paired fingers. Previously they kept it up to determine the category that will be mentioned. For example, categories Name city, fruit, animal, or something else. ABC 5 Basics game can practice Skills language and vocabulary for children. What is the name new, like city, means for add knowledge child. Additionally, the power remember child will be trained. When playing, the child remembers the Name starting city with letter B, the child thinks over and over again, and finally finds it (Mulyani, 2016).

According to Supriatin and Wismanata (2023) the ABC Five Basics game is a form of word play that can hone or add vocabulary in children. Research result Febryana (2019) mentions that using the game traditional ABC Five Basics can increase Skills language students in learning thematic in 1st grade Wheel of The Name Application. The wheel names application is a frequent tool used in class or application for choose Name in a random way. This can be useful for choosing students who will answer questions, determine order presentation , or even for various needs other. This application can be used as a learning media by utilizing modern technology, has colors that children like and can be played to create a fun class. In line with this Saputra (2023) states that the Spinning Wheel Name can be a means of fun and fair interaction in the classroom.

## 3 METHOD

### 3.1 *Research Approach*

This research uses a qualitative approach with a descriptive approach. This research describes The Application of Name Wheel through Basic ABC Games for Children's Language Development. The research sample used is at ECE Center Mawar , with the subject of children aged 4 - 5 years in group A with a total of 12 children consisting of 6 boys and 6 girls who are directly involved in learning. Data collection techniques using interview techniques, observation techniques and documentation techniques. The instruments used in this study were observation sheets and assessment rubrics used to assess children's language development. The observation sheet instrument was tested through content validation test with expert lecturers.

### 3.2 Procedures

This study starts from planning the research design, such as designing research, interviews, and initial observations. After that, the preparation of observation sheets, assessment rubrics and preparing the Name Wheel Application with ABC 5 Basic games as a medium used by teachers to stimulate aspects of children's language development. Observation is carried out by directly observing early childhood activities in playing the ABC 5 basic game based on the name wheel application and observing how the ABC 5 basic game with the name wheel application can stimulate aspects of early childhood language development. While the documentation technique aims to document teacher and student activities when learning activities are taking place. The tools and materials used are the name wheel application, laptop, and folding learning table. After the data is obtained, data analysis will be carried out using qualitative descriptive analysis with the Miles and Huberman model which consists of 4 components, namely data collection, data reduction, data presentation and conclusion drawing (Sugiyono, 2018).

## 4 RESULT AND DISCUSSION

The results showed that the Name Wheel Application through Basic ABC Games for Children's Language Development can stimulate the language development of children aged 4-5 years on indicators of understanding language, expressing language and literacy.

### 4.1 Implementation of Name Wheel Application through ABC 5 Basic Game

Innovative learning for early childhood is learning centered on children's activities carried out by collaborating knowledge with peers. Interesting, fun learning activities can facilitate various aspects of early childhood development (Hasibuan & Rakhmawati, 2021). To support the achievement of aspects of child development in learning, it is necessary to renew models and innovations, for example by utilizing technology. One of the activities designed for this learning innovation is the ABC 5 Basic game with the *wheel of names*. Munawar provides a definition of innovative learning as a form of learning that is interesting, fun, and can facilitate the development and needs of children. Learning systems using technology make the presentation of material more interesting, varied and fun so that learning objectives are easy to achieve (Munawar et al., 2013). Innovative learning combines or collaborates several important aspects that can enrich the learning content into something new (Nurdiansyah, 2019).

The learning process by using the Wheel of Names through the 5 Basic ABC Game is designed and designed to enrich the learning content so that it becomes something new based on the needs and characteristics of early childhood based on technology. According to Pakpahan and Fitriani (2020) one of the roles of technology is to help the teaching and learning process well. Pamungkas (2018) explains the positive impact obtained from technology is that it can be an alternative source of new learning. Some of the positive effects of using technology can be explained: (1) as a stimulus to the development of eye coordination with hand movement accuracy; (2) can stimulate the fine motor development of ECE students, especially those related to the stimulation of creative

thinking; (3) overcoming the limitations of space and time as well as sensory abilities; (4) encouraging ECE students to learn something other than verbal aspects in writing and/or verbally; (5) build a pleasant learning atmosphere; and (6) increase perseverance and concentration. The learning design uses the wheel of names through the ABC 5 Basic game in Figure 2.

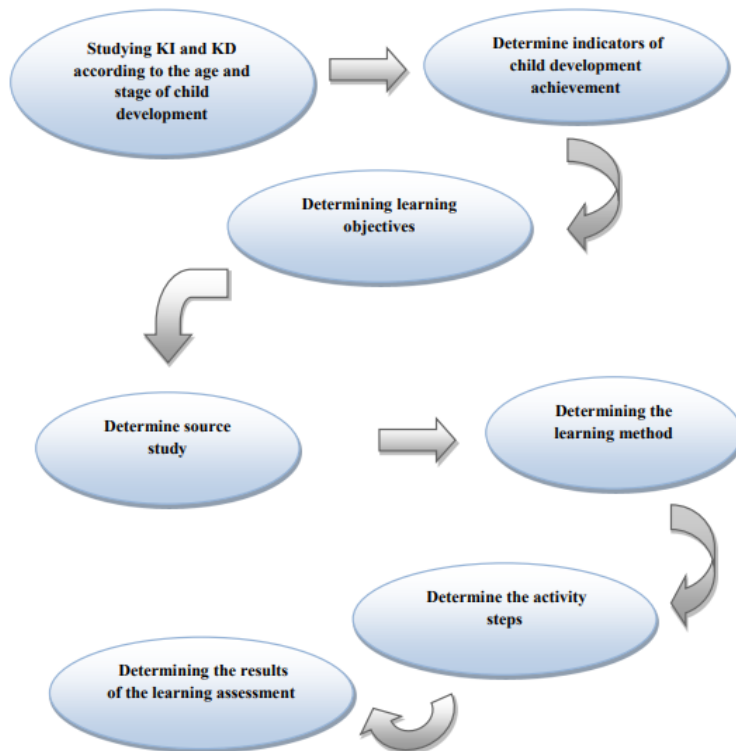


Figure 2. Learning Innovation Design

#### 4.2 Preparing The Wheel of Names Application with ABC 5 Basic Game

The learning process begins by the teacher by preparing the supporting media needed by the child for the activity process, including Laptop, wheel of names application with the ABC 5 Basic game, mouse and study table. Then the teacher explains the function of each media. Before starting the activity, the teacher directs the child to re-identify the existing media and mentions the function of the media that has been provided with the aim of developing the child's cognitive and language aspects. Each child classifies the media available in front of him and mentions the function of the media. This activity is carried out with the singing method so that the activity is fun and attracts children's attention. Luthfillah et al., (2022) in the research found that there is an effect of singing method on language and cognitive development in children, it is proven that through this method children can think logically through the lyrics they memorize, remember, and imagine. In addition, language development in children develops when children can expand their vocabulary in communication, are able to express their feelings and opinions boldly and confidently.



Preparing the Wheel of Names application can involve children and during the activity the children are very happy and enthusiastic to play. The function of the teacher explaining each tool that will be used is so that children are orderly, and learning is more conducive. Inviting children to sing before starting by remembering some vocabulary that will be discussed, makes children more enthusiastic and can think creatively.

#### 4.3 *Procedures for Activities and Procedures for Playing*

After the activity of preparing the wheel of names application through the ABC 5 Basic game, the next learning process the teacher explains the steps for playing activities with the wheel of names application through the 5 Basic ABC game according to the characteristics of early childhood. The teacher starts the learning activity by praying first, led by one of the children to develop religious and moral values as well as social and emotional related to leadership. Then the teacher began to explain the theme of the activity while conversing with the children about the theme "My environment". Some of the children were observed to be able to tell stories and chat about their knowledge of the surrounding environment with great joy. Before entering the main activity, the teacher and the children sang several songs according to the theme. This activity can stimulate the development of language and art in early childhood.

The core activity begins with the teacher in order and preparing the children by dividing them into 3 groups. Then, the teacher explains the rules for playing in turns and explains the purpose of the ABC 5 Basic game using the wheel of names. Children can name various names of objects in the environment such as the names of objects in the house, animal names and fruit names with a letter prefix that stops on the application. Then tells the object and makes a simple sentence with the said word.

However, some of them are still confused about how to play the game in line with Prayitno (2019) who wrote that teachers must accompany and guide children in learning activities. In this activity, children are stimulated to hone aspects of language development so that there is an increase in vocabulary, able to make simple sentences, and talk about objects. In addition, the basic ABC 5 game based on the wheel of names can stimulate all other developmental aspects such as cognitive, namely introducing children to groups of objects, emotional social which can stimulate children to develop cooperation with their groups, interact positively with each other, and morally, namely obeying the rules. regulation.

The role of the teacher as a facilitator and guide is indispensable. When children are not used to applying the technology tools used, the teacher is seen helping and guiding children. Teachers also motivate when children's vocabulary is limited so that children remember and can mention and make simple sentences from the words they get. As an illustration of The Wheel of Names Application (Figure 3) and the learning activities (see figure 4 and 5).



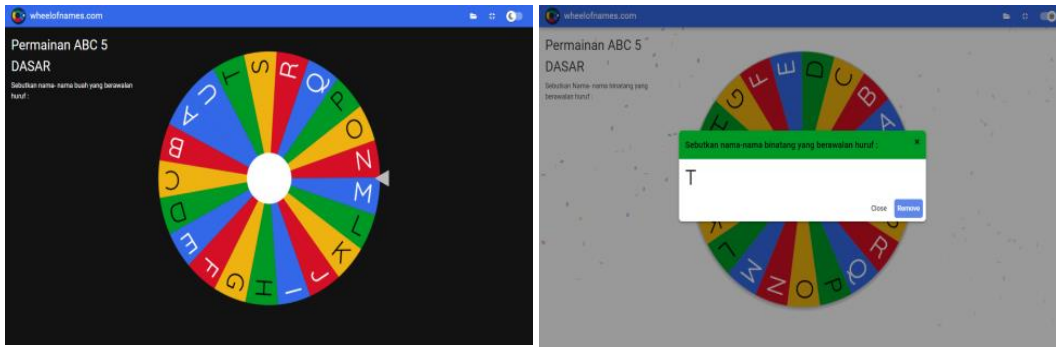


Figure 3. The Basic ABC 5 Game Display Based on The Wheel of Names Application



Figure 4. Teacher Gives an Example of How to Play



Figure 5. Children Play

#### 4.4 *Language Development of 4–5-Year-Old Children*

Based on the results of observations after children played the ABC 5 basic game with the application of the name wheel, it was found that the developmental component of the ability to understand language in general began to develop. This is indicated by the child's ability to listen and understand instructions from the teacher after the spinning wheel stops. In addition, children are also able to understand the rules during the game. However, not all children have developed in the part of understanding several commands simultaneously, recognizing vocabulary around the school, regarding adjectives and

repeating more complex sentences. This is due to the age range that is still around 4 years, so that the language acquisition and vocabulary that children have is not complete. These results are in line with the results of research conducted by researchers related to understanding language in line with the results of research conducted by Ita et al., (2020) which explains that the development of language skills of children aged 4-5 years in the scope of development of understanding language and recognizing literacy has met the Standard Level of Achievement of Child Development (STPPA), while in the scope of development of expressing language, children aged 4-5 years still need teacher guidance. Language skills of children in group A of the State Kindergarten of Harapan Bangsa Bajawa, Developing as expected.

In the indicators of the components of expressing language, the language development of children at ECE Institution Mawar 14 has begun to develop. This development occurs in the part of answering simple questions. This can be seen when the teacher stimulates by asking questions based on fruits with letters that appear on the Name Wheel Application and children are able to answer them.

Meanwhile, the literacy indicator found that the ability of children aged 4-5 years at ECE Institution Mawar 14 is developing very well. This is characterized by the children's ability to recognize the sounds and sound the letters that appear on the Name Wheel Application. Meanwhile, in other areas, some children are starting to be able to make meaningful scribbles such as writing their own name even though it is only a nickname. The literacy skills possessed are influenced by the letter pictures on the Name Wheel Application, children imitate the letters and compose their names.

## 5 CONCLUSION

The application of the name wheel application through the ABC 5 Basic game for children aged 4-5 years at ECE Institution Mawar 14 is a form of technology-based learning innovation that can stimulate aspects of early childhood language development. In addition, the Name Wheel Application through the ABC 5 Basic Game also stimulates all other aspects of development such as cognitive, namely children recognize the concept of groups and colors, social-emotional, namely children can express what they feel, and morals, namely obeying the rules and having a sense of achievement. Through this research, researchers hope that ECE educators always innovate in designing learning for children based on the achievement of child development. Researchers also hope that the results of the study can be used by ECE educators in developing more varied aspects of child development by utilizing technology. Learning activities by utilizing the name wheel application through the ABC 5 Basic game can be applied in learning inside and outside the classroom. Learning activities using the name wheel application through the ABC 5 Basic game have never been used, so it is an innovative activity in ECE using technology.

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