The 4ᵗʰ International Agronursing Conference

"Optimizing The Role of Nursing and Health Professionals to Enhance Health Care Quality in The New Normal Era"

THE EFFECT OF STORY PLAY THERAPY ON LANGUAGE DEVELOPMENT OF CHILDREN WITH MENTAL RETARDATION AT RELA SLB BHAKTI I GAMPING SLEMAN YOGYAKARTA

Tri Arini[1]

[1]*Academy of Nursing YKY, Yogyakarta*
Corresponding author: nengtriarini@yahoo.com

ABSTRACT

Background: Retardation mental is child who has lack ability of adaptive behavior and intellectuals below average that appears during development process. The emergence of various developmental barriers in children with mental retardation is a phenomenon that needs to be further addressed so that the children with mental retardation can still live a good life and optimize the slightest their abilities, including increasing language skills. **Purpose:** To determine the effect of story play therapy on language development in children with mental retardation at SLB Rela Bhakti I Gamping Sleman Yogyakarta. **Method:** The type of research is *Quasi-experimental* with the design of "*Pre-test Post-test with Control Group Design.*". The result of examination data was analysed descriptively and analytically by using SPSS *for windows* version 16.0 with *Paired Samples Test,* for a significant level of 0.05. **Results** The results of the *Paired Samples Test* in the treatment group showed that the p value was = <0.001 (p <0.05) and the CI 95% was between -5.91 to -2.76 and it did not pass 0 (zero), statistically it shows that there was a significant difference in the mean language development of children before and after giving story play therapy. Whereas the control group showed that the p value = 0.49 (> 0.05) and 95% CI between -0.28 to 0.55 and exceeding 0 (zero). Therefore, there was no difference in the mean language development of children for before and after giving story play therapy. **Conclusion:** Story play therapy can improve language development in children with mental retardation at SLB Rela Bhakti I Gamping Sleman Yogyakarta

Keywords: Story play therapy, mental retardation children

INTRODUCTION

Mental retardation is a child who has less ability in adaptive behaviour and intellectual skills below the average that appears during development (Kemenkes RI, 2010). Mentally retarded children are more difficult to accept subject matter or various things related to children's cognition, one of the problems is language skills. The definition of mentally retarded children in Indonesia basically refers to the definition put forward by the *American Association on Mental Deficiency* (AAMD) which is *American Association on Mental Retardation* (AAMR)

The emergence of various developmental obstacles in children with mental retardation is a phenomenon that needs to be further addressed so that children with retardation mentally are still be able to live life well and optimize the slightest ability that is owned. This is important to research because e the various limitations, every human being has the same right to grow, develop, to accept, and to carry out certain roles in society.

The type of research is *quasi-experimental research* for *pre-test-post-test design with*

METHOD

control group design. The sampling technique in this study used *purposive sampling* for the inclusion and exclusion criteria with a total of 30 respondents, namely 15 children for treatments group and 15 children for control group. The

Instrument was vocabulary observation sheet in the form of a *check list* assisted by image media (Fruits, Vegetables, Flowers and Animals / Animals, Transportation Equipment and Objects). The data analysis used numerical comparative in pairs of 2 groups, namely the paired t test (*Paired Samples Test)* with the significant level used is 0.05.

RESULTS
1. The Characteristics of Research Subjects
The characteristics of the research respondents as following below:

Table 1. The Characteristics of Research Subjects (n = 30)

Variable	Group			
	Treatment		Control	
Age	n	%	N	%
6 years old	0	0	1	6.7
8 years old	1	6.7	2	13.3
9 years old	2	13.3	1	6.7
10 years old	1	6.7	3	20.0
11 years old	1	6.7	1	6.7
14 years old	3	20.0	1	6.7
13 years old	0	0	2	13.3
15 years old	1	6.7	2	13.3
16 years old	2	13.3	0	0
17 years old	1	6.7	0	0
18 years old	3	20.0	0	0
20 years old	0	0	1	6.7
22 years old	0	0	1	6.7
Total	15	100	15	100
Gender				
Men	9	60	11	73.3
Women	6	40	4	26.7
Total	15	100	15	100
Kind of Mentally disabled				
C	6	40	10	66.7
C1	9	60	5	33.3
Total	15	100	15	100
Education				
SDLB	8	53.3	11	73.3
SMPLB	3	20.0	1	6.7
SMALB	4	26.7	3	20.0
Total	15	100	15	100

2. Languange Development of Children Before Treatment
Table 3 showed that the p value > 0.05 in the control group and the treatment group, so that the test was carried out to determine the variance between the control and treatment groups by using *Independent Samples Test.* The results of study for *Independent Samples Test* showed that p value> 0.05 (0.44) means *variance* between the control and treatment groups is the same (not different). The value of the Confidence Interval (CI 95%) -10.32 to 8.74 shows that past the number 0 (zero), then statistically it shows that there is no difference in the mean score of language development between the control and treatment groups as follows:

Table 3. Average language Development scores children before and after treatment in playing story therapy

Variable	Group	Mean	SD	t	p	IK (95%)
Language development (*Pre-test*)	Control	44.20	13.83	-0.17	0.44	(-10.32) -8.74
	Treatment	45.00	11.58			

Independent Sample Test

3. The Effect of Story Play Therapy
Before analysing the mean scores of children's language development in the control group and the treatment group, the normality test of the difference data in the control and treatment groups was carried out using the *Shapiro-Wilk test*. The data is declared to be normally distributed if the probability value of the test results is more than 0.05 (p> 0.05) and it is presented in Table 4.4. showed that the p value> 0.05 in the treatment group, so that the test conducted to determine the effect of story play therapy by using *Paired Samples Test.* The results of the *Paired Samples Test are* presented in Table 5 as follows:

Table 5. The Results of *Paired Samples Test for* the Language Development of Children

with Mental Retardation Before and After Treatment.

Language Development	Group							
	treatment				Control			
	Mean	SD	p	CI 95%	*Mean*	SD	p	IK 95%
Pre test	45.00	11.58			44.20	13.83		
Post test	49.33	9.95	<0.001	(-5.91)- (-2.76)	44.07	13.67	0.49	-0.28 - -0.55

Paired Sample Test

Based on table 5 the results of the *Paired Samples Test* in the treatment group showed that the value of p = <0.001 (p <0.05) and 95% CI between -5.91 to -2.76 and not passing 0 (zero), statistically it showed that there was a significant difference in the mean language development of children before and after giving story play therapy.

Whereas the control group showed that the p value = 0.49 (> 0.05) and 95% CI between -0.28 to 0.55 and exceeding 0 (zero), so statistically there was no difference in the mean language development of children which is meaningful before and after giving story play therapy.

DISCUSSION

The results showed that in the treatment group the p = <0.001 (p <0.05) and 95% CI between -5.91 to -2.76 and it did not exceed 0 (zero), then statistically shows that there is a significant difference in the mean language development of children with mental retardation before and after giving story play therapy. Whereas the control group showed that the p value = 0.49 (> 0.05) and 95% CI between -0.28 to 0.55 and exceeding 0 (zero), so statistically there was no difference in the mean language development of children. It is meaningful that before and after giving story play therapy.

This research is in line with the results of research conducted by Daryanti (2015) with the results of data analysis showing that the average value of language skills of class III students in pre-action is 55. Cycle I there is an increase in the value of learning outcomes to 65. Cycle II for the value of student learning outcomes 75. The teacher provided learning to apply the story play method to improve students' language skills in terms of the accuracy of spoken words. So it can be concluded that the application of the pictorial story method can improve language skills in terms of the accuracy of the words of class III students Widya Bhakti Semarang 2014/2015

According to Haryati (2013), mentally retarded children are weak in terms of cognition so that it affects every aspect of their life, starting from adjustment to the environment (social), and difficulties in academics. Children's language skills are important because with this language children can communicate with friends or people around them. Language is the main form of expressing thoughts and knowledge when children have relationships with other people. Children who are growing and developing communicate their needs, thoughts and feelings through language with words that have meaning.

In this study, story play therapy is an intervention to help language skills in children with retardation mental. Play is a reflection of physical, intellectual, emotional and social abilities and play is a good medium for learning because by playing, children will speak, learn to adapt to the environment, doing what they can do, and recognize time, distance, and sound *(Wong, 2013).*

The International Association for Play Therapy states that play therapy is the systematic use of theoretical models to strengthen interpersonal processes in which play therapists use the therapeutic power of games to help counselees prevent or resolve psychosocial difficulties and achieve optimal growth and development (Purwanto, 2007).

Play story therapy is carried out in the form of stories using books as a tool for stories in mentally retarded children. Image media contains (Fruits, Vegetables, Flowers and

Animals / Animals, Transportation Tools and Objects).

Given that mentally retarded children to find it difficult for understanding something abstract, to make it easier and to understand something mentally retarded children need to be assisted with pictures that catch their attention. In addition, based on the facts in the field, pictures are enough to motivate children to learn, especially colours pictures; this is because mentally retarded children are easily bored with an activity. Kustandi & Sutjipto (2013,) stated that "images or photos serve to convey messages through images that involve the sense of sight". Then, the message to be conveyed is poured in the form of symbols of visual communication. These symbols need to be understood correctly so that the message delivery process can be successful and efficient.

Previous research conducted by Kusmiati, (2014) stated that by using image media, children's speaking ability can be improved more than without using media. This statement is in accordance with the meaning of learning media, where learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed so that it can achieve learning goals better and more perfectly (Raharjo in Kustandi & Sutjipto, 2013).

During data collection and implementing story play therapy, respondents seemed happy by pointing to the pictures used in the story books. Based on facts in the field, it shows that most children prefer stories or learning accompanied by pictures. It is assumed that the image has a concrete nature, where the information to be conveyed looks more realistic, so that it is considered sufficient for students to understand something or information. Given that mentally retarded children find it difficult to understand something abstract, to make it easier to understand something mentally retarded children need to be assisted with pictures that catch their attention (Afifah Nur and Soendari Tjutju, 2017).

The results of the research field notes showed that there were respondents who mentioned the results of the evaluation of playing therapy using regional languages (Javanese) such as chicken became pitik, fish became iwak. This research categorizes that the respondent is able to mention it again because the influence of local language that has been obtained at home has a role in the language development of children with mental retardation. Mastery of a child's language begins with acquiring the first language or often known as the mother tongue.

Acquiring language or recognizing the language side is a process that takes place in a child's brain when he acquires his mother tongue. Language acquisition is distinguished from language learning. Language learning deals with the processes that occur when a child learns a second language, after he has acquired his first language. Language acquisition is related to the first language, while language learning is concerned with the second language (Chaer, 2015). This is also one of the weaknesses in this study as well as further research related to how strong the factors that influence it. Another weakness in this research is that the analysis is carried out only at one time data collection. In further research, it is hoped that it can take data repeatedly and analyse each stage of the given story play therapy.

CONCLUSION

From the results of this study, it can be concluded: There is an effect of story playing therapy on language development in children with mental retardation at SLB Rela Bhakti I Gamping Sleman Yogyakarta.

REFERENCES

Adriana, D. (2011). *Tumbuh Kembang dan Terapi Bermain Pada Anak*. Jakarta: Salemba Medika.

Afiffah Nur Dansoendari Tjutju (2017). Meningkatkan Kemampuan Berbicara Pada Anak Tunagrahita Sedang Melalui Media Gambar Di SLB B-C YPLAB Kota Bandung, JASSI Anakku Volume 18 Nomor 1, Juni 2017

Chaer, A. (2015). *PsikOlinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta

Dardjowidjojo, S. (2016). *PsikOlinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: YayasAn PusTaka Obor.

Daryanti (2015). Penerapan Metode Cerita Bergambar Untuk Meningkatkan Kemampuan Berbahasa Pada Anak Tunagrahita Sedang Kelas III Di SLB C1 Widya Bhakti Semarang Semester II Tahun Pelajaran, Skripsi, Fakultas Keguruan Dan Ilmu Pendidikaan. Universitas Sebelas November

Djuwarijah, S. (2017). Pemerolehan Bahasa Telegram Dan Kalimat Anak Usia Prasekolah Dan SD.*Jurnal KonstrukTivisme*, 9 (1): 19–38.

Donna L. Wong (2013), Pedoman Klinis Keperawatan Pediatsik, EGC Jakarta

Haryeti, E., Dkk. (2013). Meningkatkan Keterampilan Membuat Palai Rinuak Melalui Metode Latihan Pada Anak Tunagrahita Ringan. *E-JupekHu (Jurnal Ilmiah PendidikAn Khusus)*,2(3): 537–547.

Kusmiati,C. (2011) Pengaruh Media Kartu Gambar Terhadap Peningkatan Keterampilan Menulis Karangan Sederhana (*Single Subject Research* Pada Anak Tunagrahita Ringan Kelas D5 SLB Negeri Budi Utama Kota Cirebon), Skripsi, Jurusan PLB- FIP-UPI (Tidak Diperdagangkan)

Kustandi, C. &Sutjipto, B. (2013). *Media Pembelajaran*. Bogor:Ghalia Indonesia.

Pandudinata, Dkk (2018). Pemerolehan Bahasa Siswa Tunagrahita Kelas VI SD. *Jurnal Retorika, Volume 11, Nomor 1, Februari 2018, Hlm. 48–56*

Rochyadi, Endang. &Alimin, Zaenal. (2005). *Pengembangan Program Pembelajaran Individual Bagi anak tunagrahita*. Jakarta:Departemen pendidikan Nasional

Santrock, J. W. (2011). *Masa Perkembangan Anak (Children)*. Jilid 2. Edisi 11. Jakarta: Salemba Humanika

Setiyo Purwanto, *Artikel Psikologi Klinis Perkembangan Dan Sosial, 2007: Penerapan Terapi Bermain Bagi Penyandang Autisme* (Https://Klinis.Wordpress.Com/2007/08/30/Penerapan-Terapi-Bermain-Bagi-Penyandang-Autisme-1/, Diakses 20 Agustus 2018).

Tedjasaputra, (2008). *Buku ajar I tumbuh kembang anak dan remaja*, Cet.Ketiga, CV Sagung Seto, Jakarta

Widia, Y. A. (2013). Pemerolehan Kosakata Anak Tunarungu Berdasarkan Kelas Kata Bahasa Indonesia Di SDLB Karya Mulia II Surabaya: Kajian Psikolinguistik. *Jurnal Skriptorium*, 1(2): 129–142.

Widyastuti, U. (2008). *Mengoptimalkan 9 Zona Kecerdasan Majemuk Anak*. Sleman: Luna Publisher.