

Nurturing Children’s Reading Skill: Teachers’ Approach and Techniques

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ABSTRACT

Early literacy skills were developed to facilitate teachers in implementing and planning literacy activities with children in school. However, children's reading level depends on the way of reading each individual. The speed of reading sometimes does not mean the child understands the meaning behind the words read, thus reducing the child's level of understanding of reading material. This study aims to 1) nurture reading habits among children and produce a proficient and knowledgeable generation. 2) identify the essence of using reading materials that meet the needs and development of children that can be applied in learning. 3) identify the tendencies of the teacher's guidance throughout the reading activity with the children. A total of 24 educators who taught Bahasa Melayu subjects from random kindergartens and preschools in Bukit Sekilau, Kuantan Pahang, participated in this study. The questionnaire focuses more on the educator's teaching knowledge and experience guiding children's reading skills. The data then will be analyzed descriptively.

1. Introduction

1.1 Background of Study

The use of teaching aids (TA) among teachers in schools can positively affect the achievement of student excellence and the teaching methods of the teachers themselves. Therefore, various teaching strategies, methods and techniques need to be according to the circumstances and situations. Therefore, the teaching aids used by teachers must meet the characteristics of learning that are appropriate to the developmental stage of students. The characteristics of teaching aids selection must be appropriate and impact student learning (Jasmin and Tamuri, 2007). However, the characteristics of teaching aids will not be produced or exist by itself except with the efforts of a teacher who uses teaching aids well when producing effective teaching and learning (T&L). In order to get the characteristics of teaching aids that are effective for the learning process, teachers need to have the initiative in producing teaching aids before using it in the classroom.

Preschool education is an important early exposure in the world of schooling to all individual children. The National Preschool Education Standard Curriculum has focused on early childhood education covering six Pillars of Learning, namely Language and Communication; Spirituality, Attitudes and Values; Humanity; Science and technology; Physical and Aesthetic Development and Personal Skills Development. In addition, teaching and learning in early childhood education are more effective if they can be done through play activities

because play is part of the child's world. At the same time, the teaching and learning experience is the best and a priority for a child in education. Therefore, through the activity of playing a game, children can learn about the environment and understand the world around them in a fun way. Children are able to build meaningful learning experiences and make the teaching and learning process better. Thus, a curriculum that involves both planned and unplanned experiences arise from the values and attitudes displayed by teachers and school administrators, parents and the community (Arce, 2000). Moreover, according to Dewey (1859-1952), the progressive movement has suggested that the curriculum should be based on the interest and involvement of children in active experiences. Thus, the preschool stage is the best time in the process of a child's development in terms of mental, physical, social, and emotional. In contrast, the curriculum suitable for children is a curriculum that can build cognitive skills by providing concrete experiences relevant and appropriate to the needs and level of development of the children themselves (Arce 2000, Norhasimah & Yahya, 2003).

The acquisition of children's language development can also be shaped through the play approach curriculum. This is because the process of play activities can be seen since infancy, that is when a baby begins to play and manipulate toys that are nearby. The infant stage has strived to master basic skills through the five senses. According to Piaget, at the level of motor-sensory occurring at the age of 0 to years, infants learn through interaction with surrounding objects, and cognitive abilities develop. Next, once the baby starts to play, the movements become more active, and while playing, the baby forms their imagination. Therefore, through play, children who are just starting will hone these skills and these skills are further developed through more challenging activities as they grow up. Therefore, the use of TA plays an important role and can help develop children's language to stimulate the course of play activities well. Teaching aids (TA) become a tool to help a teacher's teaching and learning process in the classroom. The mastery of teachers in producing TA according to the characteristics appropriate to the development of children becomes an issue when there are teachers who can not apply the approach of play and TA in a teaching process in the classroom. Play activities that involve teaching aids also play a role in helping children's development not only from the 3M aspects (reading, writing, and counting) but also from the aspects of children's personality and behaviour (Mariani and Siti Hawa, 2009). Unfortunately, exposure to the use of TA through the play approach among kindergarten teachers is still declining due to the fact that the teachers themselves are not exposed to the needs that should be given to children and also teachers do not have the skills to create TA that meets the characteristics of children's language development.

According to the National Association for the Education of Young Children (NAEYC-2009), it is essential to integrate play in a curriculum. In addition, NAEYC also clarified that teaching and learning (T&L) in early childhood education should follow practices appropriate to child development or Developmentally Appropriate Practices (DAP). In fact, according to DAP, children learn according to the needs and suitability of development. Therefore, NAEYC (2009) also states that one of the essential concepts in developing children's education is a curriculum that is appropriate to the nature and development of children. Children exposed to the play process have the potential to become better individuals in terms of reading and intellectual skills, able to build cognitive skills by providing concrete and relevant experiences (Miller & Almon, 2009). Speech problems faced by children are also one of the developments that occur in the language process. If this speech problem persists up to the formal schooling level, it negatively impacts children. Children with speech problems are seen to be on the rise, possibly due to environmental factors around them. Therefore, a study on the use of TA was conducted to help reduce children's speech problems in providing an exciting learning environment so that children are attracted and involved in play activities.

1.2 Problem Statement

The teaching and learning process (T&L) in the classroom is more structured and exciting, with effective teaching aids for children. Teachers should play a role in providing effective teaching aids (TA) and provide a stimulus to the development of children. Teachers play a role in the R&D process to implement the 21st-century teaching recommended by the Ministry. Effective and exciting TA materials can generate thoughtful ideas to determine teaching and learning activities more creatively (Noordin & Zainal Abiden, 2010). The production of correct, practical and innovative TA materials can increase children's knowledge and understanding in learning; indirectly, teachers can convey thoughtful and practical ideas for R&D. The use of teaching aids in the classroom can also positively affect children's personal development. According to Marzuki (2005) the T&L process is more effective if teaching aids is coordinated with the content learned by children and teachers need to diversify teaching methods in the classroom. According to him, a teacher needs to know the level of ability of their students in receiving a lesson. According to Mat Som (2005) the ability and capability of teachers in implementing TA and addressing the challenges of tasks related to it require the knowledge and skills of teachers to make justifications. Thus, there is a view in previous studies that Islamic Education (GPI)

teachers are often considered to lack skills and abilities in handling materials using technology and often have problems in handling teaching aids related to the latest technology.

According to the Ministry of Education (2012), teaching aids is an essential component in R&D in every school. This is because teaching aids can make P&P more interesting and can increase students' understanding of learning something (Jamalludin and Zaidatun, 2003). However, for Islamic Education teachers (GPI), it is an obstacle and constraint for them in producing TA due to lack of knowledge and skills to handle and continue the use of TA consistently in R & D (Rosnaini and Mohd Arif 2010; Maimun Aqasha et al. 2011; Mohd Faez et al. (2013). This is supported by the statement of Nur Hanani et al. (2012), who stated that the lack of courses and training in the use of TA contributes to the weakness of GPI in using technology during R&D. Lack of knowledge and understanding in the preparation of TA can be an obstacle in shaping children's creativity during learning sessions. The use of exciting teaching aids can help teachers plan creative and innovative teaching activities as well as increase the enjoyment of children learning in the classroom.

Similarly, teachers face problems in preparing TA materials and think of the best strategies, methods and techniques of teaching and TA that can be utilized to children. According to Slavin (1995), he presented two ways to increase motivation for students to be able to maintain interest in learning. Firstly, teachers need to provide teaching that is better able to maintain students' interest in learning. Secondly, teachers need to provide exciting and fun teaching by providing various aids teaching to better support teaching. Thus, studies are saying that learning for children in preschool also requires the preparation of specific teaching aids materials according to the approach adopted by a teacher. According to Azimah Yusoff (2014), a teacher needs to ensure that the teaching strategies and methods used are exciting and effective in the classroom, especially for children with different levels of development. This is because the application of approaches, methods, techniques, and strategies in every teaching and learning process must have an optimal impact and effect on students. The selection of an appropriate approach is an encouragement to a teacher to create a quality teaching aids as; an example that is often emphasized is the concept of learning while playing can provide an exciting learning environment for children. The selection of appropriate learning concepts can create a sense of fun among children to learn because a variety of TA materials can be created to encourage children to understand learning quickly. At the same time, teachers apply a learning approach while playing. According to Zamri Mahamod (2012), the handling of a quality teaching and learning process starts from the readiness of a teacher to deliver effective teaching materials in the classroom. According to the study of Othman (2007), Mahidi (2011), and Jasmi et al. (2011) found that teachers who did not use TA were due to lack of resources in obtaining the latest materials. This is because teachers in Malaysia, in particular, are always limited to traditional methods that are practised in T&L.

1.3 Purpose of Study

This study aimed to see how the use of teaching aids through the play approach can affect the problem of speaking fluently among boys and girls aged five years. In addition, to identify the level of children's ability in making teaching aids as learning materials. Therefore, this study was conducted to see children's level of development during the use of teaching aids in the classroom.

1.4 Research Questions

- 1) Is there a relationship between teaching aids and speech problems among 5-year-old boys and girls?
- 2) Is there a difference between speech problems for 5-year-old boys and girls?

2. Literature Review

Preschool education in Malaysia is an educational program for children aged 4 to 6 years. The primary purpose of the Preschool education program is also to provide learning opportunities to children before getting a formal education, which is to enter the first year. The quality of teaching and learning of preschool education depends on the quality of the teachers and the curriculum used. Therefore, in implementing the preschool curriculum, teachers need to have knowledge and skills related to the development of children of various ages. This is because of the importance of a teacher having the ability to modify the curriculum according to children's appropriate age, ability, abilities, and interests (Ministry of Education Malaysia, 2010). Therefore, this can be seen in kindergarten's children's learning sessions, where teachers' readiness to implement the teaching and learning process becomes an obstacle in providing adequate teaching aids.

Creative thinking involves the generation and existence of something by modifying what is already there or going beyond something. According to Kaufman and Sternberg (2007), creative individuals will continue to thrive, constantly challenging themselves to do better and see things in new ways. This can be applied in a

teacher to produce a variety of teaching and learning methods through playing using teaching materials. Therefore, diversity in the provision of teaching aids can be used as a variable that will vary according to a teacher's creativity in producing teaching aids. Therefore, researchers can see the diversity of research results through findings that vary in quantity and quality of preparation or production of teaching aids. According to the approach used, teacher readiness is also a factor for variables in studying the effectiveness of teaching aids production. According to Soh (2015), the best teachers are teachers who can nurture students' creativity. Therefore, teachers should play a role in providing exposure to children with a speech impediment to use the appropriate teaching aids to stimulate their language development. According to de Souza Fleith (2000) study, he explores the perceptions of teachers and students about creativity in the classroom environment. Her research states that teachers and students believe the classroom can increase creativity by providing students with choices, accepting different ideas, increasing self-confidence, and focusing on students' strengths and interests. Therefore, the acceptance of children with speech impairment in the daily learning process should be emphasized.

2.1 Theory Related

2.1.1 Theory of child development

According to Erik Erikson (1950) and Piaget (1980), child development theory emphasizes that different abilities occur in children according to different levels. This stage occurs according to the child's development, and this development can also be honed and improved according to the child's needs. Therefore, teachers should look at children's level of development to avoid too many children who suffer from fluency in speech. Learning cannot be separated from a child's daily life. In fact, learning must be based on the child's needs and interests. According to NAEYC, children learn according to their needs and development. NAEYC also emphasizes that best practices and approaches to teaching and learning in children's education should be appropriate to children's development. According to Piaget, at the level of motor-sensory 0 to years, babies have begun to learn through interaction with things around them, and cognitive abilities begin to develop. According to Dewey (1859-1952), curricular experiences should be based on children's interest and involvement in active experiences.

The High Scope Curriculum founded by David P. Weikart says that children as active learners should learn through activities planned, implemented, and reflected on by themselves (Roopnarine & Johnson, 2005). The curriculum also encourages children to learn through exploration by playing through environments and materials provided by adults. Thus, based on Piaget's theory, the High Scope curriculum sees children as active learners and able to master learning well when children are able to plan, implement and reflect on learning on their own. Therefore, teachers play an active and essential role in helping children implement planning to develop learning activities to be better and more challenging.

2.1.2 Play theory

According to Maria Montessori, play activities are essential for children's development, and children play in various ways. Through play, children learn skills about the world around them more effectively. This can be attributed to the development experienced by children who have no fluency in speaking. They can be exposed to the concept of play theory to improve language development naturally and experience the fun of playing for themselves. According to Froebel, the founder of kindergarten, play is important in indirect learning (Downey & Garzoli, 2007). This statement is supported by Maria Montessori, a figure who developed the curriculum and thinks that play activities should be applied in the daily learning process of children. Children have the right to determine their own activities that are how to play and learn. Therefore, the preparation of BBM must meet the appropriate characteristics to help children stimulate development from time to time through play approach activities.

2.2 Previous Study

Several previous studies emphasize the implementation of the preschool curriculum in Malaysia. According to a previous study conducted by Habib Mat Som and Syed Kamaruzaman Syed Ali, 2011; The Johor Education Department (2011) has studied the barriers and motivators for teachers in implementing educational change because teachers' attitudes vary in skills, knowledge, experience, and psychology. Therefore, curriculum changes require these teachers to adjust many things before, during and after the teaching and learning process is carried out. In addition, teachers' readiness in implementing a planned curriculum involves the teacher's attitude, knowledge and skills to determine the success of the teaching and learning process in the classroom. According to a previous study by Suriani Ismail (2012), changes in a curriculum cause teachers' workload to increase because they need to apply new methods in delivering a lesson. This also causes teachers to take a long-time planning activity that are appropriate for children.

According to Shahrul Afzan (2013), in a previous study, while sharing a book, children learn to recognize letters, understand the pronunciation of words, and learn how to hold a book and turn the pages. Interactive reading aloud exposes children to explore complex subjects, and this method reduces children's fear as the teacher becomes the mentor. In addition, children's language proficiency is the basis of cognitive development, which involves acquiring knowledge through reading experience. Weaknesses in language proficiency can have a lasting impact, especially in knowledge acquisition. Therefore, the weakness of language proficiency among children should not be taken lightly and not emphasized (Tamam et al., 2010).

3. Method

3.1 Research Design

The design of this study uses a quantitative study that is a survey method to identify the use of teaching aids on children with speech problems. According to Hussin, F, Ali, J & Zamzuri Noor, MS. (2014) in SPSS Research and Data Analysis Methods (2014) stated that quantitative research involves collecting numerical data to answer specific research questions. In addition, it gives an accurate picture of a situation or phenomenon being studied.

3.2 Population & Sampling

According to Mohd Yusof (2005), a population is a large group of individuals to be studied. Meanwhile, according to Bidin Yatim and Sharipah So'ad Syed Yahaya (2002), the population is the entire collection of study subjects is not limited to human groups only but also includes other aspects of the study. For example, the population studied in this study is a group of kindergarten teachers around the kindergarten in Bukit Sekilau Kuantan, Pahang.

The study sample is the group to be studied from the population. Sampling means obtaining information from parts of a larger group or a target population. For the technique used to obtain a sample representative of the population, the researcher used the purposive sampling method. A total of 24 teachers in kindergartens around Bukit Sekilau Kuantan Pahang were selected based on their experience working in kindergartens for five years. In addition, the selection of the approach to be used meets the needs of children in the learning process.

3.3 Instrument

An instrument is a means or tool for data collection. Aspects of the components found in the instrument are the question items to get feedback or response from the study subjects. Therefore, the instrument used in this study is a questionnaire, a question item from the preparation of a checklist and the use of teaching aids used for children with speech problems. This technique was also used by Jinks and Morgan (1999) in their study to determine the validity of the categorization of question items. The question items of this study were modified according to the required items from the question items of the article Zainiah, Juppri, Mahzan, Mazlina, & Ainon (2016) in the article Language Development Level 2-Year-Old Children.

3.4 Data Collection & Procedures

Data collection was done through a questionnaire to 24 kindergarten teachers. Next, data were collected and coded to facilitate data entry into the Statistical Package for Social Sciences (SPSS) system. Therefore, the data were analyzed based on the mean frequency (frequency) to describe children's achievement in speaking. The data collection process was done for one week for each session with children, and kindergarten teachers were asked to obtain information following the children's level of achievement.

The method of data analysis used by researchers is to use inferential statistics. In this study, hypotheses were tested to obtain information. In addition, quantitative data were analyzed using descriptive and inferential statistics. Therefore, quantitative data analysis using statistics through SPSS Statistics version 22.0. Descriptive statistical data were used to find the values of frequency, percentage, mean and standard deviation. To obtain the mean score in interpreting the mean score, the researcher used data interpretation to measure the level based on the mean and correlation as shown in the table below:

Table 1. Likert Scale

Values	Interpretation
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

4. Results and Discussion

This chapter discusses the findings of the study. The findings of this study discuss the findings of the research questions in analyzing the data of the questionnaire given to teachers in kindergarten. Data analysis of this study was used to answer two research questions: the relationship and differences in the level of achievement of children with speech problems using teaching aids—the relationship between the use of teaching aids with speech problems among boys and girls and difference. The difference between the problem is not fluent speaking for 5-year-old boys and girls.

4.1 Respondents' Details

Table 2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	37.5	37.5	37.5
	Female	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

Based on Table 2. shows 9 male teachers with a percentage (37.5%) and 15 female teachers with a percentage (62.5%) who have been respondents in this study.

Table 3. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	6	25.0	25.0	25.0
	31-35	12	50.0	50.0	75.0
	36-40	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

Based on Table 4.2, the study shows that the age difference for the respondents is different, namely the age range of 25-30 years as many as six people with a percentage (25%), respondents 31-35 years with a percentage (50%) and respondents 36-40 years with a percentage (25%).

Table 4. Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	13	54.2	54.2	54.2
	Chinese	6	25.0	25.0	79.2
	Indian	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Based on Table 4.3, the study shows the racial differences of each respondent, namely Malays as many as 13 people (54.2%), Chinese six people (25%) and Indians 5 people (20.8%).

Table 5. Teaching Aids

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
B1 The use of teaching aids is often used during activities in kindergarten	24	3	5	4.25	.737
B2 Teaching aids used are appropriate for the age of the child	24	3	5	4.04	.806
B3 Teaching aids help children in the process of speaking	24	1	5	3.75	1.152
B4 Children focus while the use of teaching aids is carried out	24	2	5	3.71	1.083
B5 The time allocated for children to use teaching aids in kindergarten is sufficient	24	1	5	3.50	1.319

Based on Table 4.4, the study shows data for the use of teaching aids. The mean value on item B1 shows the highest value, which is 4.25, and the lowest mean value is on item B5, the mean 3.50.

Table 6. Children's Speech Skills

	N	Minimum	Maximum	Mean	Std. Deviation
B6 Children's primary vocabulary mastery is better after the use of teaching aids	24	3	5	3.96	.806
B7 The use of teaching aids has a positive effect on children's interaction in kindergarten	24	4	5	4.25	.442
B8 Children can speak well during the use of teaching aids in the classroom	24	3	5	4.25	.794
B9 Children are more likely to use new words after learning to use teaching aids	24	3	5	4.17	.761
B10 Children's pronunciation improves after the use of teaching aids in learning activities in kindergarten	24	3	5	4.37	.647

Based on Table 4.5, the study shows the data for children's speech while using teaching aids in the classroom. The mean value on item B10 shows the highest value, which is 4.37, and the lowest mean value is on item B9, which is a mean of 4.17.

4.2 Correlation

Table 7. Correlation Data

Correlations			
		Teaching Aids	Speech Skills
Teaching Aids	Pearson Correlation	1	.437*
	Sig. (2-tailed)		.033
	N	24	24
Speech	Pearson Correlation	.437*	1
	Sig. (2-tailed)	.033	
	N	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 4.6 shows the results of correlation analysis, there is a moderate relationship between the variables of the use of aids and speech problems for children aged five years.

Table 8. T-Test Analysis

		Gender	N	Mean	Std. Deviation	Std. Error Mean
Speech	Male		9	4.1556	.42164	.14055
	Female		15	4.2267	.44636	.11525

Table 9. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Speech	Equal variances assumed	.102	.752	-.385	22	.704	-.07111	.18448
	Equal variances not assumed			-.391	17.782	.700	-.07111	.18176

There was a significant difference between speech impediment problems for 5-year-old boys and girl. The T-test one sample shows the problem of speaking fluency between boys and girls (L = 9, SP = 0.42164). In contrast to the problem of speaking fluency for girls (P = 15, SP = 0.44636) was not significant $t(24) = -0.385$, $p < 0.05$; therefore, the data concluded that the problem of speaking fluency for boys and girls was not different at the 5% significance level.

4.3 Discussion

Overall, this study shows that the suitability of teaching aids can affect children who have difficulty speaking at the age of 5 years in kindergarten. This study also involved respondents from 24 kindergarten teachers around Bukit Sekilau, Kuantan Pahang. Teachers who have skills in providing teaching materials need to practice the frequency of using TA among children. Unfortunately, many teachers also rarely practice the play approach in T&L at the early childhood education stage. However, these teachers agree and know the benefits of play can aid children's learning and development (Moyles, 2005). Therefore, play activities can affect children's speech that is a good teaching material that can hone a person's abilities by improving his knowledge and skills (Branch, 2009). The instrument used in this study is a questionnaire where these questionnaires are given to kindergarten teachers from various educational backgrounds.

The relationship between the research questions in this study shows that it is at a moderate level to see the use of teaching aids that are often used during activities carried out in kindergarten with children who have difficulty speaking fluently. The differences that have been studied by researchers on differences for the gender of children in this study also affect the level of speech achievement of children. Therefore, teachers' frequent use of teaching aids during activities carried out in the classroom has a positive effect on children. In addition, the data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS) version 20. These data also used descriptive statistical methods and inferential statistics. Descriptive statistics are the frequency (frequency) distribution, percentage, the mean and standard deviation for each item in the study question. The T-test and correlation were used to obtain the data. The study's findings showed that the level of teaching aids consumption for children with speech problems aged five years in this study was at a moderate level. The use of teaching aids is often used during activities in kindergarten is the highest research question item compared to other items in the use of teaching aids in the classroom with a mean value of 4.25.

Meanwhile, the time allocated for children to use teaching aids in kindergarten is insufficient, with a mean value of 3.50. Therefore, it should be given attention and importance in allocating time appropriate to the activities carried out. Therefore, teachers need appropriate guidance to implement the play approach in a flexible setting (Almon & Miller, 2012). Therefore, regular use of TA can help children build self-confidence when starting to interact with people around because the play approach is a fun activity for children. According to the play theory founded by Froebel, indirect learning conducted in kindergarten using TA through play approach is very important (Downey & Garzoli, 2007). According to Montessori theory, play activities are important in monitoring children's level of development because children undergo a game with various approaches or ways.

However, children's speech considered in terms of children's pronunciation improved after using TA in learning activities in kindergarten was the highest with a mean value of 4.37. Meanwhile, children are more likely to use new words after learning to use TA is weak with a mean value of 4.17. Child development is not the same in terms of its abilities (Erik Erikson, 1950). Therefore, the acceptance of new words after children follows the learning activities in the classroom is different. The formation of new words children receive starts from an early age (Piaget) through things that happen around the child, and the level of cognitive ability will gradually develop. The problem of poor speech among boys and girls at the age of 5 is very worrying and should be applied using teaching and learning approaches that are parallel and appropriate for children (NAEYC).

The implication from this study is that the study's findings are not significant, showing no difference between 5-year-old boys and girls in speech problems. Thus, 5-year-old boys and girls experience similar problems with slurred speech. According to Mokhlis (2019), if teachers are not or less competent in teaching practice will cause the development of children's creativity is affected where children are less to follow learning and teaching activities in the classroom. This behavior will cause these children to not acquire new word formation every day at five years old. In addition, the knowledge aspect of teachers also affects the findings of the study because teachers who do not practice the skills have a negative impact on the speech level of 5-year-old children during teaching and learning activities carried out using TA. Teachers need to ensure that the T&L activity plan is appropriate according to the interests and level of ability of the children and take into account the individual differences of each child in the class. The time allocated in this study is not enough. The study was conducted only one week and in different kindergartens, making it difficult for researchers to ensure the results of children's achievement levels consistently.

This research suggested that, to overcome the implications of the relevant causes, kindergarten management should encourage teachers to build and provide an environment that can attract children to participate in activities together in the classroom. Therefore, children's level of achievement through speaking can be improved from time to time. In addition, teachers need to be emphasized improving professionalism to increase skills in the formation of creative teachers to produce teaching aids that are appropriate to children's abilities (Mokhlis.S., 2019). In addition, the time allocation to conduct this study should be extended so that

the data obtained can help future researchers make this study a reference. At the same time, it could help monitor the level of achievement of children with speech problems that can be overcome with the effective use of teaching aids during play activities carried out in the kindergarten.

5. Conclusion

The widespread use of teaching aids in kindergartens or nurseries should be emphasized to help children with particular problems learn to use teaching aids in daily routines so that indirectly the material used can help children improve certain levels of development. Most teachers do not emphasize learning through play as recommended in KSPK although a few teachers know the importance of play for children's development. Using teaching aids will make the learning activities more exciting, and children feel fun. Teachers also need to diversify the way they use TA, which varies according to the planned learning activities. In addition, teachers should monitor children's language development in daily routines, whether in terms of speech, conversation, pronunciation, and interaction, to reduce the problem of speaking fluently when they constantly improve language development little by little.

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