Verbal Therapy Design with an Android Application Based Game for Children who Speak Roughly

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Abstract

The phenomenon of children who speak harshly becomes a problem in the world of education, especially language education. Habits of children who speak rudely are not only related to verbal problems but also psychological problems that will become characters. This research is a practice of verbal therapy as an effort to reduce or even eliminate the habit of children who speak rudely. This study uses a psycholinguistic approach with descriptive qualitative methods. Stages of research were carried out by designing a game on an Android application. The design of the game was applied in the game to three children as research objects. Testing is done by asking the three children to play the game with the supervision and direction of researchers. Based on the conducted research, the results show that the design of verbal therapy using games based on Android applications can reduce the intensity of children's habits in speaking harshly.

Keywords*: Game, Based Learning Method, Android, Verbal Therapy*

1. Introduction

Language has various dimensions. In addition to having the dimension of the 'tool' in a communication, language has a dimension as a linguistic study. One branch of linguistics is psycholinguistics that studies language in the context of human psychology, or the relationship between the two.

Psycholinguistics, among others, outlines the nature of the structure of language spoken by humans and describes how the structure of language is obtained and used in communication [3]. This is a form of psycholinguistic observation of the process of acquiring language in humans. Language acquisition takes place when humans are still in their childhood. Language acquisition is an acquisition of language by a child that develops a language in its first environment (mother tongue). Language acquisition does not only involve the mechanism aspects, but also the mentalistic aspects. Based on the grouping of these two aspects, language acquisition is not only about how a child acquires structure, phonemes, morphemes, and linguistic elements from the environment, but there is also a psychological (mental) problem which at the same time is also acquired by a child.

Some time ago a viral video emerged in cyberspace about a small child expressing harsh words such as idiots *(goblok)*, bitch *(bangsat)*, dogs *(anjing)*, and so forth. This is something that is not commonly expressed by children (does not mean normal for adults). Children

should grow up with things that are sweet and delicate in accordance with their cheerful world.

Talking rudely to children is a form of acquisition from the environment. Then the problem arises that children who say harsh words are sometimes considered funny. Though the acquisition is not only related to the structure or mechanism aspects in the form of words that are considered 'funny', but also related to psychology or mentalistic aspects. Children who are allowed to talk rudely will also continously cause abusive behavior so that they are shunned by their friends [8, p. 92]. This shows that aspects of language will determine the character in attitude. Thus it becomes a problem when children who speak rudely are allowed to go on because it is an antithesis to character education. This relates to the status of children who are future leaders of the nation. This abusive behavior as the impact of rough language activities, this is a national problem that must be resolved.

It needs a solution for children who are already used to saying harsh words, namely using verbal therapy. Verbal therapy is intended as an effort to 'cure' the language actors who have problems in language activities. For children who have characters accustomed to say harsh words, verbal therapy using games based on android applications is intended to restore the politeness of language as described in this paper. The use of Android-based games is identical with the world of children who are infatuated with the game.

By accessing the android application based game, children remain in a cheerful world. But without realizing it, when playing the game they are being directed to get used to polite language. Each level of the game will be directly proportional to the mastery/representation of the level of politeness of children in language. So that within the targeted period, children will return to being individuals who politely use language, and realize their role as future leaders who have the polite personality as characteristic implementation of Indonesian culture.

2. Literature review
2.1 Theory of language acquisition
Every human being has a language device in his brain to acquire language in his first environment at the age of children. This process is called language acquisition. The environment is the main factor influencing language acquisition processes in every child's brain.

Language acquisition that occurs in a child consists of two aspects, namely competence and performance [3]. Competence is related to the process of a child accepting the language construction in his environment. For example a child in the Indonesian language environment, the child receives language construction in terms of vocabulary, phrase patterns, sentence structure, and so on. The process of accepting this is basically outside the child's awareness and takes place naturally.

Meanwhile performance is part of language acquisition which consists of understanding and production processes. The understanding process is the stage that occurs after a child receives language construction during the competency process. Various forms of language construction that they receive are then stored in the brain and the brain will translate so that there is a process of understanding. The understanding process will be followed by a production process where children say words, arrange phrases, construct a sentence, and the production process will continue.

2.2 The phenomenon of children speaking rudely

Some time ago social media was horrified by videos of children who spoke harshly, including children who were around 8 years old were accustomed to saying the words of dogs, idiots, bitch, and so on. However, a condition that is not conducive occurs when the child speaks harshly, the nearest environment treats him as being funny.

The causes of children saying harsh words as expressed by Gunawan, Agung, & Cahyadi [6] include internal and external aspects. From the internal side, children speak harshly when they want to be noticed, are feeling angry, and so on that require psychical fulfillment. While the external side is partly because of the permissive and even supportive environment.

Meanwhile Scott, Doolan, Harry, & Cartwright [13, p. 3] revealed that bad children's habits such as saying rude is part of the impact of parenting applied by their parents. Parents who are angry, say rude, and inconsistencies in educating will be passed on to children's understanding. Children will imitate what is applied to them so that rough parenting will affect the rough habits of the children including the use of their expressions.

In line with Scott et al., HCCR [7] revealed that the formation of children's habits is determined by the parenting patterns of their parents. Children who tend to be rude are the result of the formation of abusive parenting and punishment. The child who is being punished will receive a psychological burden that has accumulated which will eventually find a way out in the form of behavior such as wanting to punish another child (his friend), acting rudely to his friend, also expressing harsh words.

The habit of speaking harshly to a child is not only a verbal problem but has implications for other problems. As in the research findings of Putra, Irdamurni, & Amsyarudin [9, p. 335], a child who has been continually speaking harshly has a habit that is also rude in his behavior. In the study, children who speak harshly often damage objects belonging to their friends, oppose the words of older people such as teachers, and express rude curses if their desires are not fulfilled.

2.3 Android application based game

Android is an operating system on devices such as smart phones or tablets [10, p. 45]. Today's society is demanded to not be separated from the device in various activities because the device is not merely used as a communication tool but also for various other purposes, including for entertainment such as games.

Communities that love gadgets in their daily life are not only adults but also children. For children, it is not only has a negative side but also positive side, for example is about education. The educational element can be found in an android-based game that can be accessed through the device used by these children. This is in line with the findings of Fuada [5, p. 18] that an Android-based game can be used to foster motivation to learn because a game can be given special treatment in it.

A game can also shape the character of people who play it [5, p. 18]. Like an adventure game about scout activities that describe activities that require an intelligent attitude, workmanlike, enterprising, and so on. The attitude that is trained in the game will also affect the real world of the players.

Batuwael, Lumenta, & Tulenan [1, p. 2] revealed that a game that was implemented on Android lately has become a familiar activity for children and even has become a hobby. But it does not only have a negative impact as the views of various parties. Batuwael et al. [1, p. 2] states that the games played by these children can instead be used as a learning medium to instill positive values in the character development of the children who play them. Games can

reflect a reality and players can feel they are in the real context [10, p. 46]. Thus psychologically the values that exist in the game can be easily implemented into the real world.

Meanwhile Saputra & Yunus [12, p. 82] states that the game gives influence to the players. Game developers can form the influence of the game as something positive. Then there are games that are game theories, namely about decision theory, relating to actions that show the personality of the player.

2.4 Verbal therapy

Verbal therapy is an attempt at recovery of certain verbal conditions that are experiencing problems. Verbal therapy in this context is an attempt at verbal recovery in the condition of children who speak rudely.

Ratih & Rini [11, p. 78] states that verbal therapy affects vocabulary mastery. Verbal therapy is related to the process of children learning to process verbal language and speaking activities. Fickenscher & Aved [4] states that a verbal therapy or strategy allows a child to be 'formed' in terms of his listening and speaking competence.

Brennan-Jones, White, Rush, & Law [2] state that a verbal therapy can effectively improve children's speaking ability which in the process there is an increase in listening skills as well. Then according to Lim & Simser (2005: 1), a verbal therapy is an effort to optimize the information obtained through hearing and produce it with a verbal utterance.

As for the essence of the term 'therapy' is an attempt to choose a situation, then verbal therapy is an attempt to restore the verbal state. Verbal therapy has various forms such as the application of hearing loss and so on. However, in the context of this study, verbal therapy is intended on the verbal condition of children who speak rudely in order to recover and regain language.

3. Research methods

This research uses descriptive qualitative method. The qualitative method in this study will examine the perspective of the object of research by carrying out an interactive strategic approach as conveyed by Sugiyono [14]. The object of research is children who say harshly examined their perspective based on a psycholinguistic approach. In addition to an approach that emphasizes the object of research as a participant, this qualitative study uses a key instrument that is the researcher himself.

Then the study gets results which are the analysis and exposure of data which is said to be a descriptive approach. The descriptive approach does not use numbers as the main explanation but instead uses an analytic description. This is as stated by Sugiyono [14] that revealing research with a descriptive approach will seek to explore a portrait of social phenomenon carried out in depth and comprehensively.

Data collection is done by measuring the linguistic responses of respondents (game players). At each level and sublevel game, players are required to always be interactive. Players must choose certain words (based on measures of roughness). After the data is collected, data analysis and conclusion of the research are carried out. This is the final step of the entire research process. Primary data collected will be the basis of analysis to look for conclusions about the phenomenon of children who speak rudely, and efforts to overcome it based on the approach of language psychology (psycholinguistics).

4. Discussion

In this study, there were three respondents who were the object of research. Determination of respondents based on verbal criteria that is always speaking harshly. The next criterion is a minimum age of 6 years and a maximum of 10 years. Determination of age criteria is based on the consideration that is in that age range, respondents can already play games as research instruments. In addition, in this age range, respondents can still be formed and directed through verbal therapy. In addition, the three respondents were in easy access by the researchers so that it make the research process and the subsequent phases easier.

In the research instrument in the form of an android game, respondents are confronted on several levels. Each level will be interspersed with questions followed by answer choices namely rough vocabulary and fine vocabulary. In playing the game, respondents are guided by researchers to examine the questions that arise. Questions and answers are local in nature and have a religious element so that the vocabulary is in accordance with the background of the respondents. But not every question is juxtaposed with a rough or subtle answer, but there are also right or wrong answers, more subtle or subtle, to increase the sensitivity of the respondent in choosing vocabulary. In order to make a more comprehensive scope, answers are divided into positive and negative ones.

In addition, the researcher will remind if the respondent responds to the game with verbal vocabulary (not directly connected with the game). The following are the results of research on three respondents in this study.

Table 1. Examples Of Questions And Answers

Questions	Positive answers	Negative answers
If you have a disaster, what should you say?	Astagfirullah.	*Buset kaget gua!* (I'm so surprised!)
When you're having a hard time and want to ask for help, what words would you say?	*Tolong.* (Please.)	*Bantuin dong!* (Please help!)
Questions	Positive answers	Negative answers
If you lose an item then a schoolmate of yours finds your item and your schoolmate doesn't know who the owner is. What is the right word to ask for your belongings?	*Maaf itu barang milik aku.* (Sorry it's my stuff.)	*Balikin bangsat!* (Give it back, son of a bitch!)
Which word is more polite?	*Permisi.* (Excuse me.)	*Minggir!* (Move!)

4.1 FA

The first respondent was given the initials FA, is a grade 3 elementary school student. He is 9 years old. The background to harsh talk began when he moved home to Bogor three years ago. In the first house, the FA said in a kind and gentle manner. But since moving and having a social environment with children who speak rudely, the FA is affected and eventually becomes accustomed. His parents let the FA habit of speaking harshly because he considered it as part of his new language learning. To note, the FA learned Sundanese in Bogor self-taught. The intensity of the FA's rough talking increases when playing games with his friends.

Table 2. Fa Responses In The Form Of Vocabulary Choices When Answering Questions In The Game

Date	Number of questions	Number of positive answers	Number of negative answers
July 21, 2019	1	1	-
July 22, 2019	2	2	-
July 23, 2019	3	3	-
July 24, 2019	3	1	2
July 25, 2019	4	4	-
July 26, 2019	5	4	1
July 27, 2019	5	5	-

Table 3. Coarse Vocabulary Responses Expressed Fa

Date	Vocabulary
July 21, 2019	*goblok, bangsat, setan, anjing, bangke, tolol* (idiot, son of a bitch, demon, dog, bangke, moron)
July 22, 2019	*goblok, bangsat, setan, anjing, bangke* (idiot, son of a bitch, demon, dog, bangke)
Date	Vocabulary
July 23, 2019	*goblok, bangsat, anjing, setan* (idiot, son of a bitch, dog, demon)
July 24, 2019	*bangsat, goblok, tolol* (son of a bitch, idiot, moron)
July 25, 2019	*bangsat, anjing, goblok, tolol* (son of a bitch, dog, idiot, moron)
July 26, 2019	bangsat, anjing, goblok (son of a bitch, dog, idiot)
July 27, 2019	bangsat, anjing, goblok (son of a bitch, dog, idiot)

On July 21, when playing games at an early level, many respondents utter verbal vocabulary as a habit. When choosing answers to the game interlude, the choice of vocabulary is sometimes negative, but more positive. Over time, researchers provide understanding that this game directs the players to avoid rough vocabulary. Respondents can receive these instructions. But the longer when the game gets harder, respondents without realizing it will issue a rough vocabulary as an expression of frustration with the level of the game. Periodically, researchers warn that this game is a game that avoids players from saying rude. However, the level of awareness of respondents is still quite low so that the intensity of the use of rough vocabulary is still quite high.

On the second day, respondents can control their vocabulary while playing the game smoothly. The answers given in response to questions are dominated by positive vocabulary choices. But when entering a difficult challenge and unable to solve it, verbal vocabulary is still high in intensity because it feels annoyed. Until the second day the respondent still could not control his emotions.

On the third day onwards, respondents felt comfortable with the game and felt addicted. This makes it easier for researchers to provide direction and warning so that respondents reduce negative vocabulary. The decrease is not only in the amount of coarse vocabulary but a decrease in the intensity of the use of each vocabulary. The researcher tries to provide alternative vocabulary when the respondent experiences a failure level like *ah, ih, duh, hih*.

Based on the whole game played by respondents, this verbal therapy game can reduce the intensity of the use of coarse vocabulary and use alternative vocabulary choices. However, after the research period is finished, his habit of saying rude appears again especially when together with his friends.

4.2 R

The second respondent initials AFH, who is currently 8 years old. He is a grade 2 student at Madasah Ibtidaiyah (elementary school level). AFH's history explains that his parents divorced when he was a child. After that, he lived with his grandmother and his busy mother. His father only visits occasionally.

When his mother worked, AFH stayed at home with her grandmother. When her grandmother had activities, AFH was entrusted to the people around her. It was at this stage that AFH recognized the crude vocabulary spoken by adults in the environment. AFH is free to play with anyone, including adults, so it is not uncommon for AFH to hear vocabulary that is not suitable for children to listen to. In addition, when his mother comes home from work and communicates with AFH, it is not uncommon to use rough vocabulary that reinforces AFH's habits. AFH's habit of speaking harshly is ignored by his parents. The intensive AFH study was carried out for three days.

Table 4. Afh Responses In The Form Of Vocabulary Choices When Answering Questions In The Game

Date	Number of quetions	Number of positive answers	Number of negative answers
July 20, 2019	1	1	-
July 21, 2019	2	-	2
July 22, 2019	3	-	3

Table 5. Coarse Vocabulary Responses Expressed By Afh

Date	Vocabulary
July 20, 2019	*monyet, goblok, paeh sia, anjing*
	(monkey, idiot, you die, dog)
July 21, 2019	*monyet, bangsat, anjing, paeh sia, setan*
	(monkey, son of a bitch, dog, you die, demon)
July 22, 2019	*goblok, anjing, setan*
	(idiot, dog, demon)

On the first day of research, respondents had difficulty in playing games, especially when reading questions and choosing answers because the questions were long and had a short time limit. Each respondent tries to pass the level and answer questions, he always fails so that triggers his emotions. It was at this time that the respondent issued a coarse vocabulary very brutally. Then researchers try to help while giving direction that this game requires players to avoid coarse or negative vocabulary. But on the first day of observation, there was no significant decrease in the use of coarse vocabulary by respondents.

On the second day, respondents played level 2 where the level of difficulty had gone up. Whenever faced with difficulties, respondents uttered a rough vocabulary. Directives given by researchers can be understood by respondents. But without realizing it, the rough vocabulary is still out even though the frequency is not as frequent as in the first day of research. Respondents actually already understood to avoid using rough vocabulary, but the habit is still difficult to break.

On the third day when entering level 3, respondents had increasingly reduced their rude vocabulary. Even in choosing answers, respondents have increasingly chosen positive answers. Researchers also provide direction so that respondents do not use rough vocabulary when they are upset. Therefore, if the respondent is having difficulty passing the level of the game, *aduh* will sound so that the use of coarse vocabulary decreases.

Of the entire research process on AFH, the reduction in the gross vocabulary spoken only occurred when respondents were playing a game. When the game has finished playing, the respondent again uses a rough vocabulary in his verbal pronunciation.

4.3 AFH

The third respondent initials R, who is 10 years old and is currently in grade 4 at elementary school. R's habit of speaking harshly is influenced by his parents, among others. Mrs. R often said harsh words such as vain, belegug, and stupid when she was upset with R. In addition, R often heard people express rough vocabulary from the game environment.

In this study, respondents are quite skilled in playing games that become instruments. That's why only in 2 days namely July 15 and July 16, respondents can complete all levels of the game. When the respondent plays the game, the researcher gives direction on how to answer the question and this game is played to prevent the respondent from a rough or negative vocabulary. But there are interesting things when doing research. On the second day during the study, the respondent did not express any crude vocabulary. Respondents only make a few mistakes by choosing rude or negative vocabulary answers to questions raised in the game.

To test the validity of the data, the researcher continued conducting the study on August 2, 2019. This time, the researcher took distance by not being on the side of the direct respondent. But the researchers did not get back the rough vocabulary expressed verbally during the respondents playing the game. After further observation, the respondent has a quiet type when playing a game and can master his emotions. The following are the achievements of the choice of answers from the respondents.

Table 6. R Responses In The Form Of Vocabulary Choices When Answering Questions In The Game

Date	Number of quetions	Number of positive answers	Number of negative answers
July 15, 2019	3	2	1
July 16, 2019	5	4	1
August 2, 2019	6	5	1

Based on observations made by researchers, respondents did not speak rudely because they were quiet and very focused when playing games. In addition, the existence of researchers makes respondents feel reluctant to speak harshly. However, the vocabulary will be re-expressed by respondents when he has gathered with his friends and is in a play environment.

5. Conclusion

Based on the observations made by researchers, respondents did not speak rudely because they were quiet and very focused when playing games. In addition, the existence of researchers makes respondents feel reluctant to speak harshly. However, the vocabulary will be re-expressed by respondents when he has gathered with his friends and is in a play environment.

The design of this game is still in the form of a prototype. Further research is needed by increasing the level so that the game can be donewith a longer period of time so that the therapy process can be more in-depth. Then the game system must also record the vocabulary expressed by respondents so that it is directly connected to the game system. That way each rough vocabulary expressed by respondents will automatically lower the level of the game so that respondents have the awareness to control their vocabulary. Then more guidance is needed from parents to be able to keep their children awake from rough vocabulary.

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