

The Influence of the Role-Playing Method to Improve Speaking Skills in the Merauke Pertiwi Kindergarten Group A

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Abstract

The ability to speak is one aspect of language development that needs to be instilled from an early age. The purpose of this study was to (1) describe the application of role-playing in improving speaking skills in group A children of Pertiwi Merauke Kindergarten and (2) describe the improvement of group A children's speaking skills through the application of role-playing in Pertiwi Merauke Kindergarten. This research uses Classroom Action Research. This study used two cycles where each cycle of data analysis used qualitative and quantitative analysis. The research instrument used an observation sheet. The results of this study indicate that the child's speaking ability from cycle I to II has increased.

Keywords: role-playing, speaking ability, early childhood

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Introduction

Early childhood education aims to develop all aspects of development in children in a balanced way. Aspects of early childhood development include aspects of the development of moral and religious values, cognitive, language, arts, social-emotional, and physical-motor. This statement

is supported by RI Law Number 20 of 2003 concerning the National Education System Article 28 Paragraph 3, namely PAUD aims to help students develop various potentials both physically and psychologically which include religious and moral values, social, emotional, cognitive, language, motor, and art. Early childhood education is a contributor to improving the quality of human resources. Children are in a golden phase where child development is very rapid, both regarding physical and motor growth, character and moral development, as well as emotional and intellectual development (Marchal-Gaillard et al., 2022). Development aspects need to be developed and trained in children from an early age, one of which is the ability to speak. The ability to speak in children is very important because at this time their communication begins to develop for various social and learning situations (Brodin & Renblad, 2020). Children need the ability to speak to express themselves in terms of expressing feelings, and opinions, arguing, and communicating with others.

Speaking is essentially a skill of reproducing the flow of the articulation sound system to convey wishes, feelings, needs, and desires to others (Alaon et al., 2023); . Speaking skills are productive language skills, produce, give, or convey. The speaker conveys information to other people (listener), the speaker functions as a communicator, and the listener as a communicant. The ability to speak in children is a tool for socializing so that children can make friends and practice their independence (Adriany, 2018).

The ability to speak is an important aspect of language development in a child's life because as a social being speaking is one of the demands of life's necessities. This is reinforced by Djihadono's opinion that a person can express his thoughts and feelings orally by talking to other people so that a socialization process occurs. So, it can be concluded that the ability to speak in early childhood has a goal so that children communicate verbally fluently and have good speaking skills. The general goals of developing children's speaking skills include (1) children can pronounce the sounds of the language to be used appropriately; (2) children have sufficient vocabulary for the need to communicate; and (3) children can apply sentences to communicate with oral speech.

The ability to speak in early childhood is included in the aspect of language development. At that age, children's language skills have characteristics such as knowing some vocabulary, being able to speak fluently with simple sentences, retelling stories heard, and answering and making simple questions. There are several benefits that children get if they have adequate speaking skills, namely, children can convey various things, can convey wishes, and desires, and can express various feelings.

The ability to speak in group A TK Pertiwi's early childhood still needs to be improved. Evidenced by the results of observations that have been made by researchers. The low ability to speak in children can be seen from (1) the child is silent long enough when the teacher asks a question so the teacher needs to re-spell the question; (2) children cannot answer questions spontaneously; (3) children cry when their friends disturb them, they don't dare to report to the teacher; (4) the child wets the bed in class, does not dare to ask permission from the teacher; (5) the child has not been able to briefly retell the contents of the story heard; (6) the child has not been able to repeat simple sentences that are exemplified.

The results of the observations were found to motivate researchers to research so that the speaking ability of group A children at Ananda Batu Kindergarten increases. Imitation is a way for children to be able to speak, that is, children pay attention to adults and their peers, as well as practice with the guidance of older people. Therefore, the choice of method must be adjusted to the purpose of the action in the class.

The method used in this research is role-playing. Smilansky revealed that role-playing needs to be applied to children to stimulate speaking skills so that children can compose sentences and make conversations with peers (Yesil et al., 2024). According to (Dwivedi et al., 2023), the application of role-playing requires quite a lot of time in preparation and implementation, therefore it must be planned and managed properly so that this model can be implemented effectively. In

addition, in the application of role-playing, it is necessary to prepare appropriate and interesting scenarios so that the material can be conveyed properly. Role-playing was chosen as the method in this study because this method is a kind of game that has goals, rules, and body movements, and is fun for children. Role-playing is a form of learning activity in which a person imagines himself playing the role of another person (Winardy & Septiana, 2023). Based on the background explanation, this study aims to apply role-playing to improve the speaking skills of group A early childhood children at Pertiwi Merauke Kindergarten.

Methodology

This study uses a classroom action research design because this research focuses on improving children's speaking skills by using role-playing. Classroom action research is research that aims to improve the quality of processes and learning outcomes in a cyclical classroom. The Classroom Action Research model used is a class action research model developed. Each cycle consists of planning (planning), acting and observing (actions and observations), reflecting (reflection), and revision plan (improvement plan).

This type of classroom action implementation is a collaboration between the researcher and the teacher. Selection of this collaboration can help teachers and researchers to overcome the problem of children's speaking ability. The research was carried out for two cycles, each cycle consisting of four meetings. This research was conducted in group A Pertiwi Kindergarten which was held in semester II of the 2018/2019 school year in February 2019. The research subjects were children in group A Pertiwi Kindergarten, a total of 18 children. The data collection technique used is observation. Observation is a form of activity to review the process that is going on, in this case, to determine the child's speaking ability.

Data analysis in this study was carried out qualitatively and quantitatively. Data analysis activities use observation, documentation, and observer and teacher notes in the implementation of role-playing activities. The results of observations on speaking ability were then reflected and analyzed. The improvement of children's language skills through role-playing has several components on the observation sheet, namely (1) repeating simple sentences; (2) expressing happy and sad feelings; (3) expressing opinions to teachers and friends; (4) answering according to the question; (5) retell stories/fairy tales that have been heard.

Based on predetermined assessment criteria, it can be said that the success criteria or completeness of the class is if the child can achieve an indicator equal to or greater than equal to 72% or more than 13 children. This means that if during the first cycle, the children's speaking ability in one class has not reached class mastery equal to or more than 72% or less than 13 children, then there will be a second cycle. The purpose of the cycles carried out is to improve the process of teacher and researcher activities to achieve the goal.

Results and Discussion

The results of observations made before the implementation of the action showed that the speaking ability of group A children in Pertiwi Kindergarten was still relatively low. The speaking ability of 11 out of 18 children in group A is less than optimal. This is known from the results of the evaluation which showed that out of 18 children, seven children (39%) had good speaking skills, while eleven children (61%) had low speaking skills. After carrying out role-playing in cycle I on February 4 2019 the results achieved by children in role-playing to improve the speaking ability of group A children in Pertiwi Kindergarten were 61.11% (11 children) who were in the 72-100% category or succeeded, while seven children are still in the category of less than 72% or has not been successful. From the implementation of cycle I it can be seen that there are still seven children whose completeness criteria have not met the target to be achieved, for that according to the acquisition of action in cycle I the researcher designed improvements using innovation in learning activities that will be applied to cycle II. Cycle II was held on March 4, 2019.

Activities in cycle II had a completeness percentage of 88.89% and the average score of children's speaking abilities in cycle II reached a score of 84.72. From the implementation of cycle II, there were still two children where the specified completeness had not been achieved because the children's conditions experienced obstacles in carrying out activities. Implementation of the second cycle is said to have been achieved because the percentage of class completeness was obtained at 88.89% and experienced an increase of 49.89% from pre-action activities. This condition shows that the classical completeness in cycle II has obtained the expected success standard of at least 72%.

Based on the presentation of data about the process of implementing role-playing in group A children at Pertiwi Kindergarten, there are several improvements in the process of activities in class. This increase was marked by an increase in children's speaking ability in answering questions, expressing feelings, retelling stories/fairy tales, repeating simple sentences, and expressing opinions to teachers and peers. The increase in children's language skills from before the cycle, cycles I to II are presented in Figure 1.

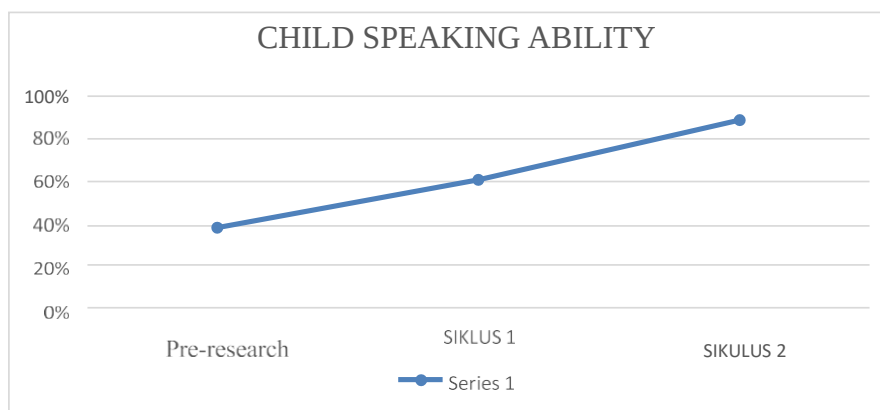


Figure 1. The increase in children's language skills from before the cycle cycles I to II

From the results of the study, it was found that through role-playing the speaking skills of Group A TK Pertiwi children increased by 49.89% from the activities before the action to the action in cycle II. The success rate for group A in cycle II was 88.89%, which means that the success rate has exceeded the expected criteria, which is more than equal to 72%.

Discussion

Improving children's ability to speak from an early age is intended so that children can communicate with other people as a provision for children's lives in a social environment. Revealing a child's speaking ability is a socializing tool so that children can make friends and practice their independence (Abbas et al., 2019); (Bushati et al., 2023); (Ventouris et al., 2021). Therefore, it is very important to develop children's speaking skills for life skills in interacting with others. Children with good speaking skills show that children are ready to learn to the next level. This can be seen from the intelligence of children who are getting smarter and quickly mastering vocabulary, as well as the courage of children to interact with other people. The results of this study are very visible in the attitude of children in answering teacher questions and the attitude of children who dare to ask their peers.

The process of speaking ability in children continues to develop because language development will continue throughout life. Therefore, language development

does not stop when children go to school. Children will later learn to speak formally, know a large number of vocabulary words, and know how to speak to communicate with others (Alabsi, 2016). If from an early age, a child's language development is not stimulated properly resulting in low speaking ability, it will hurt the child's future (Riad et al., 2023); (Chen et al., 2022). The ability to speak in children is very important because speaking is one of the abilities that is considered a social control tool for humans which states that speaking is a form of human behavior that utilizes very intensive physical, psychological, neurological, semantic, and linguistic factors (Lindquist et al., 2015).

The application of role-playing requires children to be confident in class activities so that children are more motivated, enthusiastic, and active (Maisarah et al., 2023). Children need to be given the trust to regulate behavior, emotions, and cognition so that their abilities to grow children can be maximized (Li et al., 2023). Implementing role-playing can encourage children to interact through dialogue so that children can mention vowels in pronunciation, and sentences so that they can convey feelings, opinions, and thoughts (Kupferberg & Hasler, 2023); (Darling-Hammond et al., 2020). In the implementation of cycles I and II, role-playing has been carried out and has given an increase in the speaking ability of group A children of Pertiwi Kindergarten. The Effect of Role-playing Methods on the Communication (Expressive Language) Ability of Raudhatul Athfal Alauddin Makassar Kindergarten Children, showing the results that children's expressive language skills have increased after being treated through role-playing method learning. Through role-playing activities, children's courage and self-confidence can be fostered if this activity is carried out repeatedly. Increasing the child's courage and self-confidence can have a positive influence on the child's fluency in speaking.

Thus, the application of role-playing can increase the speaking ability of group A children in Pertiwi Kindergarten. Evidenced by research data showing that children's speech skills increased from cycle I, namely as many as 61.11% or 11 children were able to get $\geq$ three stars in cycle I role-playing activities with an average score of 68.98. The percentage of children who completed the pre-study activities was 39% and increased to 61.11% in cycle I. The increase was based on the evaluation results of research observations. From the results of the study, it can be seen that there was an increase in the ability of children from pre-action activities to cycle II, in cycle II the percentage of completeness reached 88.89% or 16 children who were able to get $\geq$ three stars in-class activities in cycle II showed an average score of 84, 72.

Conclusion

The results of research conducted regarding the application of role-playing to improve the speaking ability of group A children in Pertiwi Kindergarten can be concluded as follows. First, the results of the research that has been carried out show an increased development from cycle I which increased the child's speaking ability still reaching 61.11%, which means that the child's speaking ability is still low or below the minimum standard of completeness. Cycle II children's speaking ability has achieved an increase of 88.89%, which means that they have met the established standard of 72%. Children experienced an increase in speaking skills from pre-action activities to cycling II action of 49.89%. Second, the application role-playing is applied as attractively as possible, by the theme that concerns the child's daily life. Third, the stages of role-playing activities in this study, namely (a) the teacher chooses a problem according to the theme related to the daily life of children, (b) chooses a character, (c) arranges the steps for the game and the teacher designs a scenario, (e) playing, where children begin to play a role according to their respective roles, (f) question and answer and evaluation, where conversations occur between the teacher and children in discussing problems that arise, and (g) teachers and children draw conclusions from the role-playing that has

been carried out. The results of this study can provide input for schools to improve the learning process to improve aspects of language development, especially the ability to speak in early childhood in group A. The results of this study can also provide input for school principals to provide school facilities and infrastructure for teachers in implementing the role method. playing. In addition, by carrying out this research, it is hoped that teachers will apply to role-play and find new creations so that this method becomes more innovative. Teachers are expected to apply role-playing to other aspects of child development so that all children's abilities can develop optimally. Benefits for children that can improve their speaking ability. In addition, it is hoped that children will be more enthusiastic about participating in classroom activities designed by the teacher with the application of learning media around children. The benefits of this research for future researchers are that it can train creativity in designing interesting learning methods and train skills in overcoming problems that arise in class. Meanwhile, suggestions for parents of students and observers of early childhood education are suggested to be able to implement this game in the family environment and related agencies.

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