

THE INFLUENCE OF ROLE PLAYING METHODS ON EARLY CHILDHOOD LANGUAGE DEVELOPMENT

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Abstract. This study aims to determine the influence of role playing learning methods on the language development of group B students in RA Diponegoro 203 Gunungwetan. The approach in this study is Classroom Action Research, which is a controlled investigation process to find and solve classroom learning problems. The problem-solving process is carried out cyclically, with the aim of improving the quality of learning and learning outcomes in certain classes. The subjects of the study were group B RA Diponegoro 203 Gunungwetan Jatilawang which amounted to 33 children. The basis for the selection of research subjects is because it is based on observation and deliberation of teachers about children's language skills. Data analysis is carried out descriptively on student achievement in learning. The results of data analysis show that the learning carried out to improve children's language skills in RA Diponegoro 203 before the role play method was applied was not optimal. The implementation of learning has not been well programmed, teachers carry out routine learning activities with less varied methods, such as storytelling, conversation, and question and answer methods. The media used in learning is less interesting because it only listens to the teacher's story. A considerable increase occurred in cycle II, namely in the indicator that children can respond to speech, can start conversations with the media that plays a role.

Keywords: Method, Role Playing, Language Development

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran role play terhadap perkembangan bahasa siswa kelompok B di RA Diponegoro 203 Gunungwetan. Pendekatan dalam penelitian ini adalah Penelitian Tindakan Kelas, yaitu suatu proses penyelidikan terkendali untuk menemukan dan memecahkan permasalahan pembelajaran di kelas. Proses pemecahan masalah dilakukan secara siklis, dengan tujuan untuk meningkatkan kualitas pembelajaran dan hasil belajar pada kelas tertentu. Subjek penelitian adalah kelompok B RA Diponegoro 203 Gunungwetan Jatilawang yang berjumlah 33 anak. Dasar pemilihan subjek penelitian karena didasarkan pada observasi dan musyawarah guru terhadap kemampuan berbahasa anak. Analisis data dilakukan secara deskriptif terhadap pencapaian siswa dalam pembelajaran. Hasil analisis data menunjukkan bahwa pembelajaran yang dilakukan untuk meningkatkan kemampuan berbahasa anak di RA Diponegoro 203 sebelum diterapkan metode role play belum maksimal. Pelaksanaan pembelajaran belum terprogram dengan baik, guru melakukan kegiatan pembelajaran secara rutin dengan metode yang kurang bervariasi, seperti metode bercerita, percakapan, dan tanya jawab. Media yang digunakan dalam pembelajaran kurang menarik karena hanya mendengarkan cerita guru. Peningkatan yang cukup besar terjadi pada siklus II yaitu pada indikator anak dapat merespon pembicaraan, dapat memulai percakapan dengan media yang berperan.

Kata Kunci: Metode, Permainan Peran, Perkembangan Bahasa

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INTRODUCTION

Early childhood is a golden age or often also called the Golden Age, which is usually marked by rapid changes in physical, cognitive, social, language and emotional development (Kurniasi, 2013). The position of early childhood on the one hand at times is very important and has the potential for future development, although on the other hand these times are very vulnerable and labile while positive stimulation is very lacking and not comprehensive. Providing stimulation through comprehensive education, in the sense that children are not only educated in their brains, but also intelligent in other aspects of their lives, such as subtlety of ethics, taste, social emotional, five senses including physical language. The stimulation needs to be adjusted to the development of children, because everyone has their own sensitivity in their development. According to Law No. 20 of 2003 concerning *sisdiknas*, early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through providing stimulation to help physical and spiritual growth and development so that they have readiness to enter education at the next level (Isnanto, 2015). In accordance with the 2013 curriculum, aspects developed to stimulate early childhood are aspects of religious and moral values, cognitive, social emotional, physical motor, art, and language. In everyday life, language plays an important role because it is used as a means of thinking, a means of listening, a means of speaking, and a means for children to read and write (Suhartono, 2005). Based on these statements, language can allow children to translate experiences into symbols that can be used to communicate and think. The role of educators is how to make their students develop optimally in their language development. So, educators must use the right, suitable and interesting method to develop children's language. Creative teachers are always looking for new approaches to solving problems, not fixating on a certain monotonous way, but choosing other variations accordingly.

With the role playing method, it is hoped that it can improve language development in RA Diponegoro 203 Gunungwetan Jatilawang Banyumas whose language learning process seems less innovative and creative, especially in children's speaking skills. The application of conventional methods, namely lecture and question and answer methods, is less interesting and tends to be the center of learning, while passive children even play alone.

Role play is playing a certain role so that the play can do (act from speaking) like the role he played, Suparman (in Azizah, 2013). The role playing method makes children's speaking skills will be stimulated and the development of children's vocabulary can increase. The ability to speak is very important for children because by speaking children can express their desires. For example, in the case of children who lost their parents in shopping malls. What is difficult

to know is who the parents are or the address, this happens because when children lose their parents, children are confused and difficult to communicate with others to convey information. Another case related to the ability to speak in children is that occurs in class, for example occurs when children defecate in class during learning. This incident occurred because there was no sense of courage for children to express their wishes to friends and teachers. From observations made by researchers, during classroom learning, teachers provide language learning activities by writing and copying a word written by the teacher on the blackboard. Very little learning leads children to be able to speak by revealing their ideas and feelings to others. When told to tell stories in front of the class, many children are still embarrassed to express their intentions and speak and explain their intentions in front of others. The lack of vocabulary possessed by students and low self-confidence are factors of constraint. The teacher's teaching methods and styles greatly affect the child's speaking ability.

Based on the background of the above problem, the formulation of the problem in this study is how the influence of the role playing method on improving the language development of group B children of RA Diponeoro 203 Gunungwetan Jatilawang. This research is expected to have theoretical benefits and practical benefits. Theoretically, this research is expected to provide input for the scientific development of early childhood education related to speech or language skills. Practical benefits include for students, can help stimulate children's language development, and for teachers can add insight into role playing methods to stimulate children in aspects of language skills, for schools, can provide an overview of role-playing methods.

METHODS

The approach in this study is Classroom Action Research, which is a controlled investigation process to find and solve classroom learning problems. The problem-solving process is carried out cyclically, with the aim of improving the quality of learning and learning outcomes in certain classes. The subjects of the study were group B RA Diponegoro 203 Gunungwetan Jatilawang which amounted to 33 children. The basis for the selection of research subjects is because it is based on observation and deliberation of teachers about children's language skills.

The data collection used in this study is (1) observation, defined as systematic observation and recording of the symptoms that appear in the object of research. In this case, researchers and collaborators observe directly about children's language skills. (2) Observation Sheet, the tool used in observing is an observation guideline containing indicators designed based on the focus of research. The observations are in the form of field notes that describe the process of

learning activities and children's language skills. Data analysis is carried out descriptively on student achievement in learning.

RESULTS AND DISCUSSION

Language is essentially the utterance, thoughts, and feelings. Language is the regular utterance of human thoughts and feelings, which uses sound as its tool (Rahayu, 2017). Early childhood language is the ability to speak or the ability to communicate with the environment, namely the environment of peers, playmates, adults, both at home, at school and in the environment where they live.

Children's language skills will be better if they continue to interact with other humans, because children will imitate a lot of language from their interlocutors so that in language, they will be more proficient. Communication with others can add new vocabulary and ways of combining words in their language knowledge (Maimun, 2019). Gradually children will continue to develop their language skills well. There are several stages of early childhood language development that are described according to the standards of child development achievement levels, which are as follows:

Table 1. Early Childhood Language Development

Scope of Development	Level of Developmental Achievement	
	Age 4-5 years	Age 5-6 Years
Accept languages	1. Listening to other people's words (mother tongue / other languages) 2. Understand two commands given simultaneously. 3. Understanding readings read aloud	1. Understand multiple commands given simultaneously. 2. Repeating more complex sentences 3. Understand the rules in a game
Expressing Language	1. Cross simple sentences 2. Answer simple questions. 3. Express feelings with adjectives 4. Mention familiar words. 5. Express your opinion to others	1. Answer more complex questions. 2. Mention groups of images that have the same sound. 3. Communicate orally, have vocabulary, and recognize symbols for preparation for reading, writing, and counting. 4. Construct simple sentences in a complete structure.
Comprehension	1. Get to know the symbols. 2. Get to know the sounds of animals, objects around. 3. Making meaningful snippets 4. Imitate letters	1. Mention known letter symbols. 2. Get to know the sound of the initial letters and the names of objects around. 3. Mention groups of images that have the same initial sound/letter

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4. Read your own name
 5. Write your own name
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From the table of stages of early childhood language development, it can be concluded that early childhood language development must be developed optimally, of course, by being stimulated through active communication using good and correct language. The quality of the language used by people around them greatly affects the development of early childhood language. Teachers are one who greatly influences the language development of students; therefore, teachers must use suitable methods to optimize the language development of their students. The role of educators is how to make their students develop optimally in their language development. So, educators must use the right, suitable and interesting method to develop children's language. Creative teachers are always looking for new approaches in solving problems, not fixated on a certain monotonous way, but choose other variations that are appropriate to the child's stage of development, feel comfortable, safe, and fun.

Experts say that it is not easy to define play precisely in everyday life because play requires release from the constraints that arise from the environment. Play is an opportunity for children to express their emotions naturally, "play" (play) is a term that is used freely, so the main meaning is lost, the most appropriate meaning is any activity carried out for pleasure without considering the result (Suyadi, 2015). So, the child's world is a world of play, children's learning is also through all forms of play so that children are far from feeling constrained. So, it can be concluded that play is an activity that is done for self-interest, done in fun ways, and through play children can learn to understand something from the game they do.

The concept of *role* itself is rooted in humans as individual and social beings, which have distinctive and unique characteristics that are not possessed by any individual in the world and as social beings who need and deal with others so that there is a sense of saying, trust, hatred, and others towards others as well as towards oneself. The role is defined as a series of feelings, words and actions of individuals addressed to others. A person's role in life is influenced by perceptions and judgments by himself and others. For understanding roles must also understand something hidden, then the essence of role play is intended to help individuals understand their own roles and the roles played by others while trying to understand the feelings, attitudes, and values that underlie them.

From the explanation above, it can be concluded that role playing is a fun activity in which certain roles are told. According to Rachmawati, role-playing is a game that plays characters or objects around children that will develop imagination and appreciation of the material of the

activities carried out (Rachmawati, 2014). Nugraha and Rachmawati also define role play as a game that children do by acting out characters, objects, animals, or plants around children, where through this game the power of imagination, creativity, empathy, and passion of children can develop (Nugraha and Rachmawati, 2008). Role playing is a form of learning where students are directly involved in playing certain roles. According to Didactic Methodology in the Ministry of Education and Culture Kindergarten, role-playing is acting out characters or objects around children with the aim of developing imagination or imagination and appreciation of the development materials carried out. Role playing means carrying out functions as the person he plays, for example doctor, mother, father, and others (Nugraha and Rachmawati, 2008). Role play is also called symbolic play, pretend play, make-believe, imagination. Role play is very important for the development of cognition, social emotional, for early childhood and with role play children are also allowed to imagine themselves into the future and create conditions of the past (Madyawati, 2005). Thus role play is a form of teaching method by dramatizing / dramatizing the way of behaving in social relationships, which emphasizes more on the realities where students play an active role in playing a role in dramatizing social relationship problems, and this method is also called dramatization.

Role play in the process of learning and language development in early childhood education parks aims to (1) training comprehension, (2) train children to speak directly, (3) train concentration power, (4) mealtih making skills, (5) assisting intelligence development, (6) helps with fantasy development, and (7) creating a pleasant atmosphere (Dhieni, 2014)

Examples of Role Playing Game Activities carried out in early childhood education units are several types of role playing activities including:

- Play the role of a service provider such as a doctor, postman, vegetable worker, and so on. In its implementation, you can use the necessary tools or facilities, including the living room, roar, tempt, sleep, doll, rung dpur and equipment. In addition to the fantasies and emotions that accompany the play, children learn to speak according to the role played, learn to listen well, and see the relationship between the various roles played together.
- Role-playing implementation steps; According to Roestiyah, the procedure for implementing role play is as follows: (a). Teachers prepare scripts, tools, media that will be used in role-playing activities. (b) Teachers must explain to students to introduce this technique, that by playing the role of students are expected to solve problems of social relations that exist in society. (c) The teacher appoints several children who will play a role, each will seek problem solving according to his role, and the other child becomes a spectator with tasks as well. (d) The teacher chooses an urgent problem, to interest the child.

He can explain interestingly so that the child is aroused to try to solve the problem. (e). Teachers give freedom to children to choose preferred roles. (f). Explain to the cast as well as possible, so that they know their role, master the problem and are good at mimicking and dialogue. (g) Children who do not participate must be active spectators, in addition to hearing and seeing them must also be able to advise and critique what will be done role playing. (h) Stop role-playing at the peaking seconds and then open a new discussion. (i). As a follow-up to the results of the discussion, it is necessary to open a question and answer (Rostiyah, 2011)

Role play activities are one of the centers that have a role in aspects of development, one of which is the development of children's language skills because in role play activities children are free to express their ideas and thoughts through expressions and conversations carried out with other play opponents. In the morning material the teacher Provide information about a predetermined theme. Then the teacher provides meaningful activities so that the physical and psychological condition of the child is ready to carry out the teaching and learning routine at the next role-playing center. For children's psychological preparation, teachers invite children to sing freely and express their feelings by telling memorable experiences that they want to tell.

On the footing when playing, the teacher continues to supervise and record things that are deemed necessary so that they can be discussed when they finish playing. It may be about the way children interact with their themes using expressions or conversations when doing role-playing activities. The reinforcement given by the teacher is in the form of praise to children who can do role-playing activities well. As Aisyah explained in teaching and learning activities, awards have an important meaning. Good behavior and actions of children are given smiles or words of praise which are reinforcement of children's behavior and actions. During role-playing activities, the teacher does not interfere too much, this aims to allow children to freely express ideas and ideas that children have in playing so that children do not have a dependent nature on the teacher in every learning activity. This is related to what Dhieni explained, namely specifically the development of children's language skills can be done with various teaching methods, including role-playing methods as previously explained by researchers.

The development of children's language skills can be seen from the enthusiasm of children in doing role-playing activities with their friends and the increase in children's vocabulary with the new vocabulary obtained by children during role-playing activities and role-playing activities also express what is in their minds through simple language, training children to have the ability to speak clearly, lancer, listening ability, and children can also understand what is

expressed by role-playing opponents that appear due to interaction or mutual talk between the speaker and the interlocutor (Roestiyah, 2011)

Based on the results of observations in RA Diponegoro 203 Gunungwetan Jatilawang, there are still many assessment indicators that have not been achieved by RA Diponegoro 203 Gunungwetan children. From the results of initial observations, it can be concluded that the language development of RA Diponegoro 203 Gunungwetan children is still low, namely (1) children still find it difficult to express their feelings verbally, (2) children are still shy and lack confidence if told by the teacher to speak in front of the class, and (3) lack of delivery of subject matter in RA due to lack of communication between students and teachers

From the results of this first cycle, gender influences children's language development, so girls show faster development than boys. Girls can also imagine roles that they have seen. In this second cycle, there has been a significant improvement in children's language development, teachers have also been able to carry out procedures in planning and implementing role-playing methods. In this second cycle, children can already represent themselves in a certain imagination.

The application of the role playing method contributes greatly to the language development of RA Diponegoro 203 Gunungwetan class B children, it can be seen from children who were hesitant when role-playing and interacting and talking with other children no longer hesitate to play their roles, children can make eye contact and respond to conversation, participate in group activities and children can talk freely. The obstacles faced by teachers in applying role playing learning methods to improve the development of RA Diponegoro 203 Gunungwetan are: (a) Their culture and social language are very inherent (b) The geographical location of RA Diponegoro 203 Gunungwetan which is in a highland area contrast with the hustle and bustle of the rural atmosphere. (c) new and minimal knowledge of teachers in applying role playing methods. (d) Cramped classrooms (e) teachers find it difficult to role-play certain themes. (f) The availability of role-playing media is very minimal. (g). Parents who think that role playing is only limited to games, not as a learning process.

CONCLUSION

Based on the results of research on early childhood language development through the 'Role Playing' method carried out at RA Diponegoro 203 Gunungwetan can be concluded as follows:

- The learning carried out to improve children's language skills in RA Diponegoro 203 before the role-playing method was implemented, was not optimal. The implementation of

learning has not been well programmed, teachers carry out routine learning activities with less varied methods, such as storytelling, conversation and question and answer methods. The media used in learning is less interesting because it only listens to the teacher's story. Learning is also more dominant to teachers, so children are not well stimulated. This causes the skills of children in RA Diponegoro 203 Gunungwetan are still lacking.

- The application of the peer play method is quite successful because for teachers and children this method is very interesting, children are actively involved in developing children's language through the characters they choose to play.
- The application of role-playing methods is carried out with two cycles. A considerable increase occurs in the second cycle, namely in the indicator that children can respond to speech, can start conversations with the media playing their role.

In the application of the role-playing method, teachers encounter several obstacles such as language, inherent culture, difficult role-playing media, parents who think that role-playing is not a learning process, lack of teacher knowledge in applying the role playing method, and the facilities and infrastructure of RA Diponegoro 203 Gunungwetan which are still minimal

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