

Improving Children's Speech Ability Through The Role-Playing Method

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Abstract. The ability to speak is an ability that needs to be developed in children from an early age. Speaking skills can be developed through role-playing methods to stimulate children's thinking, imagination, and creativity. This research is based on an early childhood problem in RA Perwanida Pliken, children aged between 4-5 years experience low speaking skills. The purpose of this study is to improve children's speaking skills through role-playing methods. This study uses qualitative research. Data collection techniques were carried out using observation, interviews, and documentation. Data analysis uses descriptive where the author tries to explain in detail the research data that has been collected. The results of this study conclude that the role-playing method can improve children's speaking skills.

Keywords: speaking ability, role-playing method.

1 Introduction

Childhood is the foundation of all human development because, for children, proper education from an early age will be the foundation of their success later. Just like educating early childhood is like carving in stone, early childhood will need patience in educating them because they have to repeat concepts that need to be instilled, but once the concept is ingrained, it will be firmly embedded there, hard to lose like the carving above stone [1].

Talking is an important aspect of human life. Since birth, babies have learned to voice symbols of speech sounds by crying to communicate with their environment. Hurlock stated that the ability to speak is an important requirement in a child. Speech development is very important and necessary for children to facilitate speaking skills. Therefore, children's speaking skills need to be stimulated and trained continuously. The use of media is effective in helping the development of children's abilities [2].

According to Rita, language development in preschool children needs special attention, because language is the center of other aspects of development. Parents and teachers must strive to develop children's speaking skills through various kinds of activities both inside and outside the classroom, and fun play activities for children [3].

Previous research that is relevant to this research is research by Yubariku Fika, Sri Martini Meilanie, and Lara Fridani entitled Improving Children's Speaking Ability through Culture-Based Role Playing concluded that the application of role-playing activities can improve children's Indonesian speaking skills [4].

Based on observations at RA Perwanida Pliken, which is located at Jalan Puteran No. 1 Pliken Village RT 001 RW 006 Kembaran District, Banyumas Regency shows that the speaking ability of children aged between 4-5 years is still low. This is evidenced by the observations of researchers that children between the ages of 4-5 years have not achieved several indicators of children's speaking ability. This could be because the learning activities in the process of instilling speaking skills are less meaningful for children. This shows a lack of variation in learning methods which causes children to only receive information and do not provide direct experience to children.

Based on the description given, the author raises issues related to improving the ability to speak in early childhood. To overcome this problem, the researcher chose the role-playing method to improve children's speaking skills. The role-playing method is a method created to improve speaking skills because it can stimulate children's thinking, imagination, and creativity.

2 Research Methods

This study uses qualitative research. According to Denzin and Lincoln, qualitative research is research that uses natural settings to interpret phenomena that occur and is carried out by involving various existing methods. Erickson stated that qualitative research seeks to find and describe in a narrative way the activities carried out and the impact of the actions taken on their lives [5]. The object of this research is speaking ability. The research subjects that the researchers took were children aged between 4-5 years. The location of this research is RA Perwanida Pliken Jalan Puteran No. 1 Pliken Village RT 001 RW 006, Kembaran District, Banyumas Regency. Data collection techniques were carried out using observation, interviews, and documentation [6]. Data analysis uses descriptive where the author tries to explain in detail the research data that has been collected.

3 Results and Discussion

Vygotsky argues that there are three stages of speech development that determine the level of development of thinking with language, namely the external, egocentric, and internal stages. The first stage, the external stage, is the stage of thinking with language which is called speaking externally. The source of children's thinking comes from outside themselves. The sources mainly come from adults who provide guidance and direction to children in certain ways, for example, adults who give directions to children in certain ways, adults who provide guidance and direction to children in certain ways, for example, adults ask children. The second stage, namely the egocentric stage, is the stage where adult speech is no longer a prerequisite. With a distinctive voice, children speak according to their way of thinking. The third stage is the internal speaking stage. Here the child fully enjoys the thought process. At this stage, children process their thoughts with their thoughts [7].

Jalongo groups pre-linguistic and linguistic stages in children's language development. The pre-linguistic stage starts from birth to 11 months of age, while the linguistic stage is at the syllable stage, where the child only repeats the words he has heard [7].

The main purpose of speaking is to communicate. Communication is sending and receiving messages between two or more people so that the intended message can be understood. Therefore, to convey the message more effectively, the speaker must clearly understand what will be conveyed or communicated. Tarigan also argued that speaking has three general

purposes, namely to inform and report (*to inform*), entertain and entertain (*to entertain*), as well as to persuade, invite, urge and convince (*to persuade*) [1].

Providing stimulation to improve children's speaking skills, apart from teaching children to speak properly and correctly, can also be done with the role-playing method. Role-playing provides more opportunities for children to be active and directly involved in learning activities. This game is child-centered so this game can develop the potential that exists within him, especially the ability to speak.

The role-playing method is to portray characters or objects around the child to develop imagination and appreciation for the development material being carried out. Nurbiana Dhinie mentioned five objectives of the role-playing method, namely: 1) exploring feelings and gaining insight into attitudes and values; 2) developing skills and attitudes in solving problems; 3) training children to speak fluently and practice making conclusions; 4) assisting the development of intelligence; 5) creating a fun learning atmosphere [8].

3.1 The Condition of Speaking Ability Before the Role Playing Method was Applied

Based on the results of the observations the researchers made, several children at RA Perwanida Pliken had not achieved the assessment indicators. Some children are still shy and lack confidence, so they speak in a low voice.

3.2 Application of the Role Playing Method in Improving Early Childhood Speaking Ability at RA Perwanida Pliken

Before playing the role, the teacher first explains how to play the role by giving examples of various roles such as teacher, mother, father, child, trader, and farmer. The teacher also prepares supporting media for role-playing. In practice, the teacher involves children as an approach with children to building courage and confidence in children. Thus, growing a sense of courage and self-confidence in children.

The teacher offers children who want to play a role in front of the class. After the child has come to the front of the class, the child is free to choose a role and is free to express himself or play the chosen role. The teacher gives appreciation to children who are willing to come forward. The appreciation that the teacher gave was in the form of applause, thumbs up, and positive words "you are a great kid".

Role-playing can stimulate children to remember various activities that children often see, be it in the family environment, community environment, or school environment. When the child remembers activities in the family environment, the child tries to act as a mother, then the child will remember the activities when the mother is cooking, washing dishes, and sweeping the yard. When the child tries to act as a father, the child will remember the activity when the father was washing the motorbike. When a child tries to play himself, the child will remember bringing drinking water for mom or dad, playing activities with friends, kissing parents' hands when going to school, and greeting when entering the house. When children remember activities in the school environment, children try to act as a teacher, then children will remember activities when the teacher is teaching.

3.3 Improvement of Speaking Ability After Application of the Role Playing Method

Application of the role-playing method has a major influence on the speaking ability of children in RA Perwanida Pliken, as evidenced by the children who were initially shy and lacked confidence, were no longer shy and more confident to role play.

Role-playing creates a conducive classroom environment and cooperation between one child and another. Gradually the child dares to express the imagination and creativity that is poured when the children play roles. Children are more confident in playing their roles when other children see them and show happy expressions because they feel entertained.

4 Conclusion

Based on the results of research on "Improving Children's Speaking Skills through the Role Playing Method" carried out at RA Perwanida Pliken, shows that the role-playing method can improve children's speaking skills at RA Perwanida Pliken. Role-playing can stimulate a child's imagination and creativity. The importance of the teacher's role in exploring the abilities of children with meaningful game methods for children.

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