



IMPROVING CHILDREN'S LANGUAGE SKILLS THROUGH ROLE PLAYING ACTIVITIES AT ASMAUL HUSNA KINDERGARTEN

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Abstract: Role play activities are one of the activities that build a lot of children's development, both morals or character, intelligence, and children's life skills. In role-playing activities, what stands out for children is that their social and language skills are honed. How children socialize by using vocabulary and understanding what their friends say. Children's language skills will be strongly honed in this role-playing activity with the roles they conduct. This research aims to prove that role-playing activities can improve the language skills of 12 Samuel Husna Kindergarten students. The form of research used is Classroom Action Research (PTK) using a cycle, which consists of four steps, namely: 1. Planning, 2. Implementation, 3. Observation, 4. Reflection. The results of the research show the level of success of children in role-playing activities which improves their language skills. The class achievement level in cycle I was 20% (2 children out of ten succeeded in increasing their vocabulary and interacting with their friends). In the second cycle it increased to 80% (8 children out of ten children were successful with role playing activities and significant vocabulary additions). By playing roles, children can improve their language skills.

Keyword: Language; Role Playing; Kindergarten

1. Introduction

Early childhood is the development process of children from the age of two years to the age of six or seven years which includes several aspects, namely: physical growth, cognitive development, language development, and social-social development (Asrolri 2020). According to Piaget, the development of children aged 2-7 years is at the pre-development stage, where the child's development includes the ability to use symbols that represent objects around them, thinking in an abstract and central way. Suryana (2018). In (Lelstari & Prima, 2023). This means that children's activities must be real and carried out by children to support their physical, cognitive, language and social and emotional development.

The most important part of early childhood development is language development. Through language, children can learn to communicate with other people and express their thoughts in a way that allows other people to understand what they are thinking. On the other hand, it is not acceptable if incorrect language is considered a sign of achievement by the child. Children must be able to use language effectively, understand passive language, and be able to communicate in ways that are useful for thinking and learning, in accordance with the standards of language development technology. By providing appropriate stimuli so that language development can develop optimally, parents play an important role in children's language development.

Children's language and social development is one of the areas that requires parental attention. Everyone needs language as a tool when communicating. Individuals or children can learn how to interact socially with other people through language. People who lack language will not be able to interact with other people. Children can use language to communicate their own ideas so that other people can understand what they are thinking. It does not suggest that language is considered a sign of success among children because language allows children to create relationships and facilitate effective communication between them. Children who are considered to talk a lot can sometimes become intelligent children. According to Rikelriwayanti (2010) in (Dhaifi & Jannah, 2021), language is the foundation of a person's identity and can be learned regularly based on the maturity and learning capabilities of the person. Language also includes verbal communication and oral communication. to teach new concepts to children. Children must use language to understand before they learn other subjects. Children with strong language skills will be able to interact with other people in the future and will be able to quickly adapt to their social environment. Children still form bonds with people who are close to them at a young age, such as mothers or caregivers. Therefore, in providing stimulation for language development in children, we as parents or other adults must be specific.

In Permendikbud No. 137 of 2014 concerning National Standards for Early Childhood Education, it is stated that the scope of language development consists of: a) understanding language responsibly, including the ability to understand stories, rules, rules, understand and appreciate reading; b) Expressing language, including speaking abilities, answering questions, communicating verbally, re-telling what is known, learning pragmatic language, expressing feelings, ideas and desires in a collaborative form; and c) Literacy, including understanding the relationship between letter shapes and sounds, imitating individual shapes and letters and understanding words in stories. (Udjir & Watini, 2022). Language development is not just about how children can speak, but how children are also able to hear well. He understands what is being said and how he is speaking.

Referring to the principles of early childhood education, namely educational education based on children's needs, the child's world is a world of play, learning activities are carefully designed to develop work systems, learning activities are focused on developing children's life skills, namely helping children become independent, disciplined, and able to socialize. and have basic skills that are useful for later life, and

education is carried out in stages and repeatedly by referring to the principles of child development. The educational stimulus is comprehensive, covering all aspects of development. (Wisniarti, 2010). Republic of Indonesia Law Zero. 20 of 2003 concerning the national education system, chapter 1, paragraph 14, states that Early Childhood Education is a development effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to enter school. further education (Santi, 2009:7) in (Wahyudi et al., 2023). There needs to be activities that can facilitate children's needs in order to develop children's abilities as a whole. One of them is playing activities.

Three types of play are known in early childhood research (Welikart, Roldgelrs, & Adcolck, 1971) and research from Elrik Elriksoln, Jalan Pelagelt Lelv Vygoltsky, Sara Smilansky and Anna Frelud : (1) Sensorimotor play or functional play , (2) Role Playing (Macro and Micro) or symbolic, (3) Development Play (Fluid and Structured Characteristics). Erik Erikson stated that humans develop the ability to face experiences by making appropriate situations and mastering reality through trial and error and planning. And all of this is compiled by children through play. There are 2 types of playing roles, namely playing macro role and playing role micro. Playing macro role children's play becomes a tool for using actual sized tools that children use to create and play roles. Playing micro role plays: Children play roles using play equipment or small objects, the child becomes a puppeteer.

Golweln (1995) states that role playing is seen as a strength that is the basis for the development of creativity, memory development, group collaboration, vocabulary development, family relationship cooperation, self-control, perspective-taking skills, spatial, affective and also cognitive skills.

Sara Smilansky stated that children who are not involved in online play have no sequence in their activities and conversations. They appear stiff, monotonous and repeat behavior.

Table 1 Role Play Learning Model

Role Model	How to Act
Mock Role Play, Mock Play Objects	Imitating another role/role. For example, children can imitate the role of being a mother/other. The child's movements/verbal are a substitute for the actual object. For example, children use a box to turn it into a car and then make a sound like a car when they run the box.
Pretend to act or act	The use of language as a substitute for actions/states. Examples of imitating the sound of objects/events.
Persistent	Practice role-playing concentration when starting/ending the story. For example, children can role play in a story.



Communication	Children can communicate according to the role they are playing so that there is cooperation in playing roles together.
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Role playing is sometimes also called symbolic play, pretend play, fantasy, imagination or drama. Early childhood children like to play roles by experimenting with various materials and roles. This role playing activity is important because humans need to build the ability to face a situation and master certain realities by first conducting trials and planning. Role can be defined as a series of feelings, words and actions, as a unique relationship demonstrated by an individual in his life influenced by the individual's perception of himself and of others. (Anisyah, 2020). Role playing activities not only hone children's socialization skills, but of course the key to social success is if children have high language skills.

2. Methods

This research was carried out at Asmaul Husna Kindergarten, Jl. Asri Raya, Medang Lestari, Pagedangan District, Tangerang Regency. The subjects of the class action research were all kindergarten students. The total number of children is 10, consisting of 2 girls, 8 boys.

The research method used in this research is action research. Classroom action research is action research in the form of reflective inquiry carried out collaboratively in dealing with specific social situations including in the world of education to improve the rationality and fairness of: a) social or educational activities, b) understanding that involves implementing practical activities. education and c) situation which enables the implementation of practical activities (Hidayati & Watini, 2022). The first time research on class action was introduced by Kurt (Lelwin) in 1946, which was subsequently developed by Stelhelm Kelmmis, Rolbin Mc Taggart, Jholn Ellliolt, Davel Elbbut and others Mualimin & Cahyadi Hari Arolfah Rahmat, n.d. in (Jahroh et al., 2023). Action research is described as a dynamic process that includes aspects of planning, action, observation and reflection which are sequential steps in one cycle or cycles that are related to the next cycle (Yanti et al., 2022). Class Action Research in roller play activities or role play can improve language skills, it can be done so that the child's observation and work are more authentic in observation. This classroom action learning allows the teacher to observe closely the development of each child's performance.

The aim of this research is to find out whether play activities at Asmaul Husna Kindergarten can improve children's language skills.



Figure 1 PTK cycle according to John Elliot 1/9/2024

The research design used is the PTK model according to John Elliot which consists of 4 stages; planning, action, observation and reflection. From the results of the reflection, it will be determined whether the research action has been completed or not. If the results are not yet optimal, further action planning will be carried out in the next cycle. Class action research is based on irregularities or problems when learning activities take place. This research uses four steps, namely planning, observation, action and reflection. (Sri Astutik et al., 2021). Data collection techniques were carried out using observation, field notes and documentation. It is hoped that the resulting data is valid. The next step is that the data obtained is analyzed in a quantitative descriptive manner using the South Korea Prolescence technique using the formula developed by Suharsimi 2013 in (Babys & Watini, 2022):

$$P = \frac{f}{N} \times 100$$

P = Presetasi

F = Amount rolled out

N = Total number of children

Table 2 Action Success Targets

Level of Achievement of Learning Outcomes	Qualification	Information
66 % - 100 %	Very Good	Succeed
31 % - 65%	Good	Less
0% - 30 %	Low	Unsucces

This table refers to the research written in (Arianty & Watini, 2022), but the grades are based on the conditions in the Asmaul Husna Kindergarten class. This table will serve as a reference for calculating success indicators for role play activities that can improve children's language skills. Indicators of success are visible from the child's



language skills, verbally, listening and also actions. The child understands what his friend says. Expanded vocabulary and interactions occur in role-playing with a lively storyline.

This class action research was planned to consist of two cycles which were based on the learning implementation plan for all groups. The data collection technique is to observe teachers and students, actions in 1st cycle and 2nd cycle. Before the implementation of the improvement plan was carried out in two cycles consisting of 3 days, namely before cycles 1st and 2nd were carried out. In 1st cycle the teacher carries out role play activities with the children using relational activities that involve all the children. This activity is carried out twice on the same phone. 1st Cycle and 2nd cycle activities were carried out 3 times each. This activity will be carried out in six month of the 2023/2024 academic year.

3. Result

The results of the research before that were carried out in class action research on children's language abilities which were grouped in the categories of Early Development (BB), Starting Development (MB), Development According to Expectations (BSH), and Very Good Development (BSB). In Observe, Imitate and Do activities. (Lelstari & Prima, 2023). The condition has not yet developed, when the child is still seen to be very little talking and carrying out the roles he plays, the child's condition has begun to develop if it has begun to be seen that the child is carrying out role play activities with sufficient vocabulary and is also starting to comply with the role he is playing completely but still needs guidance from the teacher while the child's condition is developing according to expectations if the child carries out the activity in accordance with the way it should be, in terms of vocabulary and role. The child's condition is developing very well, the child carrying out these activities already has high abilities and is very in line with what is expected. The collage is developing rapidly and the ability to create a story line in the theme being played also begins to appear.

The research activities carried out are children playing roles according to the plot of the story with relational themes. Of the 10 children, 1 boy is acting as a father, 1 girl child is playing as a mother, 2 boys are playing as a child (younger brother) and 1 girl child is playing as a younger sister. Then 1 boy became a ticket guard at the tourist attraction, 1 child became a bus driver, 1 child guarded the flying folx ride, 1 child became a traffic attendant and 1 child guarded the cashier's desk at the railway station. Activities start at night when sleeping, then wake up and pray at dawn, prepare to bathe and have breakfast. A family who will go to a place of recreation. Following the role of play activities at Asmaul Husna Kindergarten.



Figure 2 Small Role Playing



Figure 3 Big Role Playing

There are 2 role playing activities carried out, namely big role playing and small role playing. In Pre-Action children play big roles, in cycle 1 children play small roles and in cycle 2 children play big roles. Research on class actions during role playing includes Pre-Action, Cycle 1 and Cycle 2. The indicators looked at are:

- 1) Children express their thoughts freely by expressing them using language
- 2) Children can communicate according to the role they are playing so that there is cooperation in playing roles together.

Following are the results of the observations made :

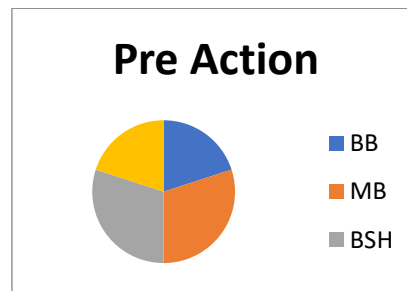


Figure 4 Graph of children's language abilities in Pre-Action Role Play activities

Initial observation results show that children whose abilities have not yet developed are 20% (two children), children whose abilities are starting to develop are 30% (3 children), children whose abilities are not yet developing as expected are 30% (children) and children whose abilities are developing very well are 20%. (Two children). The research stages were carried out according to the action research John Elliott model, namely planning, action, observation and reflection. 1st Cycle will begin on October 2023. The implementation guide for 1st cycle is based on the plan daily programs which is prepared, namely opening activities, core activities and closing activities. At the end of learning in 1st cycle, students carry out reflection to be able to find out the next corrective action. If the results of 1st cycle have not achieved good results then it will be continued with 2nd cycle which will be carried out on November. Based on the results of pre-action observations, it shows that language skills have begun to develop in children through role play activities.

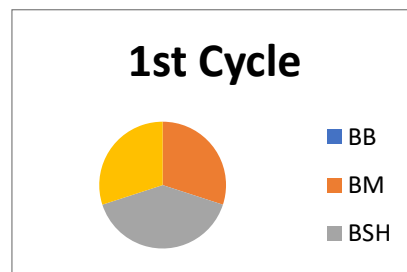


Figure 5 Graph of children's language abilities in role playing activities in 1st cycle1

In 1st cycle, there was a significant decline for children who were not yet developing, from 20% to zero. There is an increase in children who are starting to develop from pre-treatment 30% to 30%, likewise the condition of children who are developing as expected increases from 30% to 40%. The condition for children who are developing very well is still 30%. Because the number of children in the range group who have not developed as expected is still at 40%, and who are still less successful in the range group, they will continue with 2nd cycle. After seeing the child's achievements in 1st cycle, it was continued with 2nd cycle, the cycle actions were carried out 3 times.

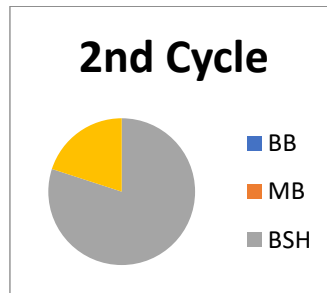


Figure 6 Graph of children's language abilities in role playing activities in 2nd cycle

Based on the achievement table in 2nd cycle, it can be seen that there has been an increase in children's language skills through role play activities. The child experienced very good improvement, reaching 80%, based on the data from pre-cycle, 1st cycle and 2nd cycle observations above. Therefore, the overall data assessment regarding improving children's language skills through role play is that in the pre-cycle of children who have not yet developed (BB), 2 children out of 10 children (20%) experienced a decline in 1st cycle to 0% as well as in 2nd cycle. The abilities of children who starting to develop (MB) in the pre-cycle 30% (3 children) in 1st cycle increased to 30% (3 children) and decreased in 2nd cycle because it entered the level of development as expected. Meanwhile, 30% of children who developed according to expectations at pre-treatment (3 children) became 40%. And in 2nd cycle it increased to 80%. Based on the description of this explanation, it can be concluded that after 2 cycles of remedial were carried out for children's play activities, the children's language skills improved significantly.

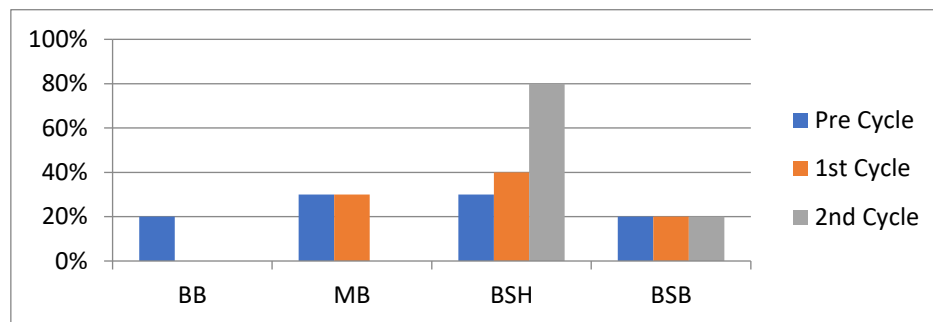


Figure 7 Comparison graph of pre-cycle results, cycle 1 and cycle 2

4. Conclusion

Role playing activities, both large roles and small roles, will increase children's language intelligence. There is good interaction in the form of conversations between children, the introduction of new vocabulary and also how they act in the roles they choose. The child has improved very well, reaching 80%, based on data from pre-cycle, 1st cycle and 2nd cycle observations above. The overall data assessment regarding improving children's language skills through role playing is that in the pre-cycle of children who have not yet developed (BB) 2 children out of 10 children (20%) experienced a decline in 1st cycle to 0% as well as in 2nd cycle. The ability of children who starting to develop (MB) in the pre-cycle 30% (3 children) in 1st cycle increased to 30% (3 children) and decreased in 2nd cycle because it entered the level of development



developing as expected. Meanwhile, children who developed according to expectations at pre-action were 30% (3 children) to 40%. In 2nd cycle it increased to 80%.

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