



Improving the Children's Speaking Ability Through Role Playing Method

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Abstract

This paper describes that the children's speaking ability does not appear suddenly, but through several stages, and it needs to be formed and nurtured from an early age. The children's speaking ability can also be improved through a variety of ways including through method of role playing. This paper describes and explains the processes adopted to optimize the children's speaking ability through role playing method. This paper is based on the results of a Classroom Action Research (CAR) conducted in Playgroup of Aisyiyah at Mangli, with the stages of planning, action, observation, and reflection. The Method of role playing improves children's speaking ability, as shown from the scores increasment in pre-cycle which reaches an average of 57, the first cycle of 64.5 and the second cycle of 75.75. The increasment of the speaking ability is followed by children's attitude changes, are: unembarrassed, speaking expressively, daring to express opinions, expressing various questions, answering multiple questions, and fluently expressing ideas.

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INTRODUCTION

Early Childhood Education (ECD) is held in an attempt to optimize the child's development in order to improve the quality of human resources. Early childhood is often called as "the golden age" of the children at the age of 0 to 8 years, a period that is very potential to install and form the basis of attitudes, values, good and noble life, as well as basic skills needed to achieve the next stage of development. It can be said also that in order to produce qualified human resources for the future of the nation depends on the efforts made to prepare the children to optimize their readiness to enter the stages of development from their early age.

Theoretically, the development of children in their early age can be grouped into several age groups. The Children's education in the age range of 3-4 years included in Play Groups. One of the children's ability which rapidly expands in the preschool age is the speaking ability. Speaking is one of the aspects of the language. Mastery of a language is closely associated to the children's cognitive. The children's speaking systematics describe the systematics of thinking. The children's language development in the preschool age is still imperfect, but their potential can be stimulated through active communication by good language and valid one. The quality of the people's language around children will affect them in speaking skills. The teachers of Play Group are who close and affect the children's language development. The teachers of Play Group should be able to seek a variety of learning strategies to develop the children's language ability.

Learning at the Play Group of Aisyiyah Mangli Jember centered on the teacher, where the teacher speaks from the beginning of learning to the end, and only occasionally the teacher asks the children for the yes and no answer. The teacher does not offer opportunity for students to speak, telling story or just to express their opinions. This causes the students tend to answer with a short or one word with no expression, or with the head down and rarely to ask questions or express their opinions.

Based on the explanation of descriptive data from the previous observation on the children's speaking ability in the Playgroup of Aisyiyah Mangli, it should be realized a development and innovative learning activities from the existed. The use of role playing method can change the learning activities become active, creative, and fun for the children, which ultimately can improve children's speaking ability.

METHOD

The aims of this research is to describe how to optimize the children's speaking ability through the method of role playing, as well as to understand the stages of early childhood development. To understand the early childhood development, pursued in collaboration with the Play Group of Aisyiyah Mangli Jember, among others, to describe conditions and learning of early childhood age. The data collected through observation, interviews, and records as steps to get data. The gotten data then analyzed to describe speaking ability of the children in early age.

Through the classroom action research (CAR) which was qualitative and quantitative one, it is known how the learning is undertaken. What meant with the qualitative is natural process of learning, and the quantitative is by measuring the increasement of learning among the children.

To get a good results in this study, an action research done collaborative through a cooperation and good relation with the teachers. In this case, the teachers perform the action while the researcher observes the ongoing process of action.

The research was conducted in the Play Group of Aisyiyah Mangli Jember. Here, the researcher dealt directly with the research object, namely early children of the Play Group, then looked carefully and observed the issues examined together with the teachers of the Play Group of Aisyiyah Mangli Jember, in subject to the conditions of early age children. This research conducted in three processes of activities, namely planning, action, and reflection.

The data collection done by using the documentation techniques, that is taking the written sources. The technique of documentation is collecting data from sources such as notes, data in books, magazines, and more. (Arikunto, 2009: 131 and 253).

In addition, other techniques of data collection done with observation, interview, and recording. The observation is to observe the learning process, eg about the behavior. Arikunto (2009: 156) reveals that the observations can be done through sight, smell, hearing, touch, and taste. To make an observation it needs an observation guide which contains a list of types of activities done that may observed. The interview is a dialogue conducted by the interviewer toward the speaker in order to obtain information. Through the interview, the researcher may make a contact to the children directly so as to reveal the precise speaking ability for communication activity.

RESULTS AND DISCUSSION

A Pre-research activities conducted in order to understand the circumstances of learners how they make a good interaction, so that with method of role playing the data obtained are natural.

A deeper introduction to the school institution and the teachers also performed, as the collaboration between the researcher and the teachers is needed. Discussions with the teachers, especially teachers of the Play Group (hereinafter referred to as the teachers) is also done during the preparation for the material presented in the learning activities. In addition, helping the teachers teach in the classroom and come into play with the children in the break time so that the researcher can adapt with the children and school environment. The researcher also being a counselor, when the teachers have difficulties in dealing with children as well as the material taught. Conditioning of the childrens to electronic items brought by the researchers for making documentation needs to be explained to children so that they are not surprised by these objects. This needs to be done so that the children well-adapted and the learning activities done naturally.

In the pre-research found that the preliminary data of the children's speaking ability in the Play Group of the 20 children, with detail category of 3-3.5 years are as many as 10 children, and the ages of 3.5-4 years as many as 10 children. The difference of ages in this class due to the differences of parents' views regarding the school entry age. However, such differences do not interfere with the activities of this research.

Based on the observation, the teachers stand as source of information for they talk much about the instructional subjects so that they give instructions of what activities should be performed by the children. The learning activity process in a Play Group should be performed in the classical style, the teachers talk from the beginning to the end of the lesson. Occasionally, the teachers ask the children whose answer is simply yes or no, or a single word utterance.

Such activities are often carried out by teachers so that the children feel bored to learn. In turn, the teachers offer games that has nothing to do with the development of the speaking ability just to make them speak up.

The researcher was assisted by the teachers hold a pre-test to obtain preliminary data. The data become the initial assessment data as a benchmark to assess the ability of a child to talk. This activity is done naturally and included in the

learning process so that the children do not know that it was a test. The activities to be carried out by the children are having micro role playing as fruits.

The researcher assessed during the test by observing the appearance or expression of the children when playing a role. Assessment was done with three criteria: a score of 3 if the child is capable of doing well and being expressive, score 2 if the child is capable of doing without expression, as well as a score of 1 if the child is not able to perform an assigned task.

Based on the observation and assessment of the assignments done by the children, the score obtained is 45 for the lowest and 75 for the highest on the children's speaking ability. The datum is then communicated to the principal and the teachers. Then the researcher offer an alternative program to make learning more interesting activities and can increase the children's speaking ability in the Play Group using role-playing method. The program is conducted in the form of cycles. The researcher pointed out that each cycle rated its success thus achieving an increase from pre-test score. The school agreed and conducted through discussion on having more integrated and concrete learning to do together.

2. Data Presentation on Cycle 1

The first cycle covers four parts; planning, action, which is divided into three meetings, observation, and reflection.

a. Planning

The first phase, the researcher explains some theories of development and education of children associated with learning to speak for children aged 3-4 years. Speaking skills must be prepared physically and related to the children's age. The children are given the opportunity to practice by giving the opportunity to speak, and then be motivated through appraisal, they are also given examples and guidance of how to speak nicely.

The second phase, the researcher together with the teachers select activities that can develop the children's speaking ability using role playing method. The teachers then listed several activities to develop speaking skills in the form of program activities. The program is then translated into a concrete plan of lesson plan, to make it easily understood and applicable. The items of the lesson plan contains themes, forms of activities, learning steps, methods and media required.

The fourth phase is the last stage in the meeting of the researcher and the teachers in planning activities to prepare these measures, to prepare a media needed. The researcher and the

teachers create media that are tailored to the theme agreed while discussing of things that become engrossing conversation between children and the habits of what is done by a children.

The researcher and the teachers agreed to choose a theme of plants with a sub theme of fruits. The researchers and the teachers design an arrangement of the room referring to immersion learning for the children in an environment of rich fruits image.

b. Action

Before starting cycle 1 the researcher and the teachers already had discussed to plan what activities are carried out in the first cycle. On the day the learning activity take a theme of plants with a sub theme of fruits. The action in the first cycle was conducted in three meetings so that teachers are able to use these approaches and the children were also given the opportunity to make adjustments to the program that has been carried out with the same theme.

(1) First Meeting

The first meeting was held on Monday, December 7, 2015.

Once the children were ready to learn, the teachers explained the lesson for the day is familiar citrus fruits. The day program was pat patterned, calling the names of fruits, all the children to name their favorite fruits.

The role playing activity began with examples, where a teacher portrayed an orange, so the teacher invited the children to be an orange fruit. Afif raised his hand signed he want to play a role. With his head down Afif said: "I am an orange, grapefruit is my name, I am sweet, I am green. Then Ari said: My name is orange, I am sweet orange, I am yellow.

The closing activity carried out by recalling , messages and advice to children. The teachers guided the children reciting the after study pray, getting out of the house pray, and the last was riding vehicle pray. The teachers greeted the children and then going home.

(2) The Second Meeting

The second meeting was held on Tuesday, December 8, 2015. Learning materials provided are to get familiar with apples through drawing, singing and pattern clapping.

The activity begins with the introduction of fruits through the name of the image. Teachers encourage children to sing about fruits and poetry of the apple. After the teacher explained, there was a question-answer session about apples. In the activity, the children were asked to portray as apples and oranges. At this time in the role playing activities there are two children who introdu-

ce themselves to each other and communicate. "I am an orange, and you? "My name is apple, I taste sweet, my color is red, yellow, and I have skin".

Each learning activity ends with a prayer. At this meeting, after reading the prayer, the teacher pointed out his gratitude to farmers, because they have been growing rice that we eat.

(3) The Third Meeting

The third meeting was held on Wednesday, 9 December 2015. Learning materials provided were to get familiar with banana through images, singing, poetry, and pat patterned as well as an answer-question session and role playing method.

On the day, many children wanted to play a role. This was because of the children had dared since the third times this activity held. Moreover, using bananas as a topic encouraged them as well, because the children were familiar with bananas and most of them like bananas. The reasons were what exactly encouraged the children to speak. But because the time was limited, there were only six children who got their turn. This activity began with jumping (to express a happiness). Novi: "My name is banana, my skin is yellow when ripe and green when unripe, I taste sweet and delicious (while expressing with a gesture that she liked the fruit).

The teacher appreciated the students for being good and had to keep learning. Then the teacher asked them to recite prayers together. Then the learning activities ended with prayer.

(4) Observing

Based on the observation done in the three meetings, it can be concluded as follows:

a) The Children were happy with the activities. They seem interested in drawing with fruit images as the learning media at the time, but it was only brief.

b) The teachers began the learning activity while the children were not ready to learn. The learning, therefore, were not conducive.

c) The teacher's compliment towards the children effectively encouraged their motivation. During the answer-question activity, the children more likely to be passive, and the teacher lacked to encourage them to ask questions. The Positive appreciation, therefore, built the children's confidence, so they were couraged to to express opinions and desires in the classroom and to share what they had experienced.

d) The teachers released the children to develop ideas and imaginations for speaking in the role playing. The appreciations given to the children encouraged them so that they felt happy and comfort during the activities.

e) In quantitative terms, the following

shows an increase of the children's speaking ability through role playing:

No.	Pre- Cycle	Cycle 1
1	50	55
2	55	60
3	45	50
4	50	60
5	60	60
6	70	75
7	75	75
8	50	60
9	60	65
10	55	70
11	60	70
12	50	65
13	45	55
14	50	60
15	55	70
16	60	65
17	65	70
18	70	75
19	65	70
20	50	60
Σ value	1140	1290
Mean	57	64,5

(5) Reflecting of Cycle 1

Reflection was conducted to see the effect of the learning process through a method of role playing in the speaking ability at the Play Group of Aisiyah Mangli, Kaliwates. It was done by analyzing the observation result and compliance between the implementation and the programs created through an action instrument. The impact seemed directly on the test results conducted at the end of the cycle.

The researcher and the teachers evaluated the first cycle of the action, there are several things should be considered in the process of learning activities.

a) The teachers should choose activities that are interesting and varied so that the children are not bored.

b) The teachers should try to choose the learning activities that involve motor activity as one of the children's characteristic in the age of

3-4 years that they would prefer moving more than sitting.

c) The teachers should make a more better preparation especially in preparing media equipment and setting up the room.

d) The teachers should pay more reinforcement or appreciation for children who are trying to be serious in performing their duties.

e) The teachers should facilitate or provide more opportunity for children who want to express themselves.

f) The teachers should invite the children to sing and move more so that they are happy.

g) The teachers should not intervene more in what is done by the children.

The average value of the first cycle is 65. This is because the spirit and learning activities is not maximized. The teachers are still hesitant to use the methods of role playing because they have not had adequate knowledge and previous experiences. Because of the test results in the first cycle did not meet the value standard specified in an average of 75, so that the study continued in the second cycle.

3. Data Description of Cycle 2

a. Planning

Before conducting the second cycle, the researcher and the teachers had a discussions about what must be done to improve the implementation of the second cycle. The preparations made in the planning are:

a) discussions to select interesting and varied learning activities for the children that involves motor activity both rough and smooth one.

b) creating media equipment for the learning together.

c) preparation for equipments and setting up the room used in learning activities together.

d) the researcher explained the effect of appreciation (giving compliment) to the children.

e) the researcher directed the teachers not often intervene in what done by the children. Therefore, it was necessary to say the children to make agreement on the rules in the activity.

f) the teachers should facilitate the children more or provide an opportunity for children who want to express themselves.

b. Action

On the implementation of the second cycle, the researcher and the teachers decided to hold three meetings with the same theme, namely "Plant" with sub-themes of "different fruits" to provide an overview of method of role playing in improving the children's speaking ability with simple media around them and bring the real objects.

(1) The First Meeting

The first meeting was held on Monday December 14, 2015. Learning at this meeting was to get familiar with strawberries through real objects with the activity of making strawberry juice.

This activity began by playing pat and the teachers told the benefits of fruits for the body. The teacher explained: today we know the strawberries. The activity performed on this day are playing in group activities involving motor activities. The activity was making fruit juice with the material prepared.

The activity began with the exercise to peel fruits, the teachers send children cut up fruit and put into a blender and then adding water, sugar, and milk. After the children finished their job, the teachers asked what they have done, and the children had an opportunity to play the role of being the strawberries and the juice seller.

The role playing activity carried out in the name of the fruits. "Look! ... I am a red strawberry", I'm a sweet yellow banana, strawberry has no skin, no need peeled, cut into pieces and put into a blender, in a click ... it feels fresh juice"

In the closing activity, the teachers appreciated all the children because they were all smart children, who have made fruit juices, and encourage the children to drink juice together. In addition, the teachers invited the children to pray that vitamins in the juice they drank will make the body healthy.

(2) The Second Meeting

The second meeting was held on Tuesday, 15 December 2015. Learning at this meeting is to get familiar with the tomato and the rambutan through real objects with the activity of making tomato juice.

The activity of a role play: "I am an orange tomato. I taste good... who likes me?" His friend replied: "I do not like you, because you taste sour". "Make me a juice and I will taste good, then, cut me into pieces, put enough sugar and milk and then put me into a blender, then click, then I become the tomato juice that tastes sweet and fresh. My brother likes tomato juice".

From the role playing of the rambutan: "I have got a piece of hair, my name is rambutan, I have red hair, and I have a big seed".

As the closing activity, the teachers appreciated all the children for they were smart, they have made fruit juices, and encouraged the

children to drink juice together. In addition, the teachers asked them to pray that vitamins in the juice they drink will make the body healthy.

(3) The Third Meeting

The third meeting was held on Wednesday, December 16, 2015. The meeting had a sub-theme of familiar forms of fruits. The teachers began the activity by telling about plants in surrounding. The previous day, they saw and touched the fruits, peeled, ate, and made juice together. At the day, the teacher gave a stimulus with a question, "who's ever made juice at home?", and the children were asked to tell it. The children became very enthusiastic, as they share the experience of what they have done.

The teachers appreciated all children, then explained that each fruit has health benefits. The children were eager to listen to the teacher's explanation.

At the end of the activity, the teachers led to pray. The children were invited to pray for health.

(4) Observing

The researcher observed during the second cycle of the study in all the three meetings. The researcher observed during the preparation and the learning process. During the preparation, the observation made was related to the teachers' choice of the activities, media preparation, setting up the room, reading material preparation stories, and tasks to be given to the children. In the learning process, the researcher observed the activities from the beginning to the end, the learning done by the teachers, and the children's activities as well as responses to the activities.

a) The children were very excited when entered the classroom, They looked very enthusiastic while showing equipment used in role playing activities.

b) The children are enthusiastic when answering questions about fruits (name, taste, color, texture, and shape).

c) The children were very happy to recount their experiences in the process of making juice, either at home or at school.

d) Based on the action taken in cycle 1 and cycle 2, the following values indicated an increase in the speaking ability among the children.

No	Pre Cycle	Cycle 1	Cycle 2
1	50	55	75
2	55	60	75
3	45	50	70
4	50	60	75
5	60	60	75
6	70	75	80
7	75	75	85
8	50	60	75
9	60	65	75
10	55	70	80
11	60	70	80
12	50	65	75
13	45	55	70
14	50	60	70
15	55	70	75
16	60	65	70
17	65	70	80
18	70	75	80
19	65	70	75
20	50	60	75
Σ value	1140	1290	1515
Mean	57	64,5	75,75

From the table above it can be concluded that there is an ability increase of both individual and classical. In the pre-test of the cycles, the average grade shows the value 57 with the individual ability of at least 50 and maximum of 70. These conditions increased in cycle 1 with an average grade of 64.5 with a minimum individual abilities of 55 and a maximum of 75. There was an increase in the average 75.7 in cycle 2, with the individual ability of at least 70 and a maximum of 85. the average value of grade 75 have demonstrated mastery learning classical, so does the value of at least 70 in cycle 2 also shows the achieved individual learning. Based on these observations, it can be concluded that the role playing method can improve the children's speaking ability.

(5) Reflecting of Cycle 2

Reflections in the second cycle has been done the same as a reflection upon the first cycle which is carried out after the action and observation ended. Reflection has been done through the

instrument of action, the data of field notes, observations, and analysis of the findings during the activities. Based on these observations it appears that the relative learning activities is accordance with the program that has been agreed. The teachers are consistent in applying the method of role playing by involving motor activity in the language learning, mainly the spoken one. The chosen activity will be more attractive by using the media in the speaking activity, making preparations more, multiplying gains, and reducing the intervention, giving children the opportunity to express themselves, being an example of a confident, managing the classroom in varied ways, and making agreement to make rules to be adhered together with the children.

By the changing the planning and implementation of the program, the researcher saw in the process, there is an increase in the learning activity, thereby enhances the children's speaking ability of the Play Group of Aisyiyah, Mangli Kaliwates.

From some of the activities in this research cycles, it shows the changes that have been made by the teachers in teaching and learning activities.

After learning activities through the method of role playing, before the research activities in the learning of language skills, especially speaking given by the teacher is monotonous and yet provide an opportunity for the children to speak and express in storytelling and the teachers only used books, rarely used the real media.

Before the study was conducted, the teachers admitted that they taught the speaking with no theme (not related to any theme), but after the action research they taught the speaking skills by associating with the theme intact so that learning become easily understood. Not only in developing the speaking ability, but also linking to the theme, which is reflected from the start of operations until the end of the activity.

Before the study, the teachers taught speaking without involving other aspects of language to develop the speaking ability, such as watching, listening, and speaking.

Before the study, in selecting activities for development of the speaking ability, the teachers did not involve the children's motor activities in learning to speak, but after the study, they choosed activities that involve motor skills of the children.

Before the study was conducted, the teachers used only a coding method in teaching the speaking for the children, but after it, the teachers used a role playing in developing the language skills. In the reseacher's observation, there were

changes in the children, namely; the children are not embarrassed, they can speak with the expression, more daring to express their opinions, asking more questions, answering questions with diverse, more smoothly expressing ideas, having a different way of thinking with his friend, and giving various interpretations to something.

CONCLUSION

Conclusion

The children's speaking ability can be improved through the role playing method. The method can change previous learning activities into the active ones. It, moreover is fun for the children, which ultimately can improve the children's speaking ability.

Recommendations

- a) In a role playing, the teachers must adjust the ability of each child in the class.
- b) The text or words chosen in role playing must be adapted to the achievement of the

children's language development.

- c) The role played must be the one that children exactly like.

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