Original Article

Implementation of the Role-Playing to Develop Speaking Skills for Early Childhood

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Abstract: Some kindergarten children exhibit delayed speech development and require an appropriate learning methodology to enhance their speaking skills during early childhood, specifically between the ages of 4-5 years. This study aimed to investigate the application of role-playing in developing speaking skills and to identify the supporting and inhibiting factors for developing speaking abilities in kindergarten children aged 4-5 years in Samarinda, Indonesia. This qualitative study employed observations, interviews, and documentation as data-collection techniques. Data sources were derived from primary data, namely principals, homeroom teachers, and representatives of the curriculum section, whereas secondary data were obtained from documentation. Data were analyzed using the Miles and Huberman method in three stages: data reduction, presentation, and conclusion drawing. The results indicated that role-playing in developing the speaking skills of children aged 4-5 years in kindergarten is determined by the theme, sub-theme, topic of activities, and play materials. It is implemented using a rolling system wherein the teacher explains the child's role, provides examples, and elucidates the game's rules regarding subsequent play activities. The teacher then invited the children to select their roles and read storylines. Once the child comprehends the activities, the teacher encourages the child to engage in play. The teacher's responsibility is to supervise while posing questions to obtain information about the child's play experience while providing examples of communication by delivering appropriate vocabulary. Evaluation of role-playing involves indirect observations during children's play, assessment of children's work, notes on children's developmental observations, and indicators that serve as learning targets.

Keywords: Role-playing; Speaking skills; Early childhood; Education; Kindergarten; Learning method

1. Introduction

An early age child is an individual aged 0-8 years old who is still growing rapidly. The age range between 0-and 8 is commonly called the golden age. Children at that age have unique and special physical, psychological, social, and

moral characteristics. Early childhood education focuses more on development, personality, and maximum children's potential. The developing aspects are language, emotional, social, art, religious, moral, cognitive, and physical. (Menteri Pendidikan Dan Kebudayaan Republik Indonesia, 2007). One of the most important of those six aspects is language. Language is a communication tool, whether verbally, by writing, or using symbols. (Santrock & Santrock, 2007). The language ability of early childhood will grow and develop rapidly, variously, and comprehensively. Hence, providing language stimulation to children needs to be developed maximally. According to Ahmadi & Uhbiyati (2007), language development stages are divided into 4 stages, which are: (a) one sentence on children aged 1 year to 1 year 6 months; (b) naming period on children aged 1 year 6 months to 2 years 6 months; (c) the period of compound sentence on children aged two years and six months and so on. Children will go through those four stages according to their stage and age. Henceforth, children will be able to speak properly.

Chomsky stated that children learn board and complex grammatical systems in their way. They only need to hear the spoken language, which they will master later without any training program. (Chomsky & Heesen, 1977), (Adiarti et al., 2017), About Children Development Achievement Standards on chapter 7 clause 1 explained that: children development achievement standard is child growth and development that can be reached in a certain age range. Moreover, clause 3 explains that; Child development which is explained in clause 1 is the integration of religious values and moral, physic, cognitive, language, social-emotional, and art. From the two clauses above, it has been explained that a child's development in religious values and moral, physical, cognitive, language, social-emotional, and art can be reached based on the child's age level. The development of language from contexts explained on Standard Tingkat Pencapaian Perkembangan Anakan (STPPA) aged 5-6 years old is within the field of language development, which are; understanding language (receptive), expressing language (expressive), and literacy. Furthermore, this research focuses on the language development within the field of expressing language (expressive) with achievement levels are (i) answering more complex questions; (ii) mentioning a group of pictures that have the same sound; (iii) communicating verbal, having the vocabulary, also recognize symbols to be prepared for reading, writing, and counting; (iv) arrange simple sentence incomplete structure (subject-predicate-object); (v) have more vocabulary to express ideas to people; (vi) continue part of a story or fairy tale that has been heard and (vii) show comprehension of concepts in the storybook.

Moreover, the children's developmental accomplishments are lowered into basic competencies. Based on the 2013 PAUD curriculum, the achievement standard of children's language development of children aged 5-6 years old, especially on the ability of expressive language, has been shown within the achievement KD 3. 11, which consists of an understanding of expressive language or expressing language verbally or non-verbal with few indicators. In the 2013 PAUD curriculum that has been applied in the Dharma Bahagia kindergarten environment, there are indicators for basic competencies 3.11 and 4.11 above, which include (a) repeating 5-6 words for communicating; (b) having the ability to respond correctly when being asked with the question; (c) able to answer correctly when being asked; (d) happy to see stories book; (e) able to express wish; (f) recognize various sounds of language (rhythm, volume, tone, and words); and (g) able to speak clearly and completely (Maladerita et al., 2019).

Furthermore, based on observation data at the beginning of learning activities in July until September 2021 of group B with age 5-6 years old in Dharma Bahagia kindergarten, child's ability to express language by repeating 5-6 words for communicating can respond correctly when communicating with others. The answer correctly when being asked, happy to see stories book, able to express a wish, recognize various sounds of language (rhythm, volume, tone, and words); and (g) able to speak clearly and completely, although not structured yet, there were already as expected. It could be shown when the teacher used the role-play method with the approach of the role-play centre. Children were required to speak at the role-play centre when doing role-play. Besides, all mediums and tools are important in developing children's speaking skills. The media play that is very familiar and presented as the real original form supports students' imagination to play a role as they want and see in their surroundings.

Henceforth, they can speak as if they are in real life indirectly. For example, when the student plays the role of a doctor, the medium and costume are similar to medical tools such as a stethoscope, scales, gun tensiometer, first aid box, and many more. It helps students be more confident in playing the role of doctors who speak politely and communicate with patients. In Dharma Bahagia kindergarten, role-playing has been supported in developing children's speaking ability. Therefore, the researcher is intrigued to learn more about the application of role-playing in developing children's speaking ability, to know the supporting and inhibitory factors of the application of role-playing in developing children's speaking ability within the age of 5-6 years old in Dharma Bahagia kindergarten Samarinda. The purpose of this research is to identify the application of role-playing in developing early age children's speaking ability within the age of 5-6 years old in Dharma Bahagia kindergarten, to find out supporting and inhibitory factors of the application of role-playing in developing children's speaking ability within the age of 5-6 years old in Dharma Bahagia kindergarten Samarinda.

2. Literature Review

2.1. The Essence of Role Playing

The role-playing method is a learning activity that emphasizes children's ability to perform the status and function of other parties in real life. By role-playing, students are expected to gain experiences that other parties play. Moreover, this method can stimulate students' opinions and find agreement about the accuracy, deficiency, and development of observed roles. According to Mahdiani (2012), role-playing is a form of playing that uses children's imagination and uses language or pretends to behave like things or certain creatures, situations, or a certain person or certain animals. A role player who behaves without giving any verbal information will be seen in the response of students or other actors. Thus, the given response in behavior can be analyzed as the relationship of the condition. The actor shows it according to the condition or the prevailing paradigm. This role-play method is categorized as based on a behavior method applied to learning activities. Characterization solves study work in a few sequential, concrete and observable behaviors.

According to Kamus (1998), role-playing is playing roles or things around children to develop their imagination and appreciation for implemented development. Henceforth, this role-play method has meaning in dramatizing behavior in social interaction and emphasizes the reality of children in dramatizing social interaction problems. Learning is designed to describe details and to create an atmosphere for students to interact in the learning process. Thus, there will be developed for students. The learning components include concepts, objectives, materials/themes, method steps, learning tools /resources, and evaluation techniques. PAUD (early childhood education) is a coaching effort that has the purpose of helping students from an early age. It is carried out by providing educational stimulation to help physical and spiritual growth and development. Thus, students are prepared to enter elementary school and the next step in life. The early childhood management approach is one in which the learning process is carried out in the circle and playing center. The circle is where the teacher sits with students in a circular position. It gives students a step, which is done before or after playing. A play center is a play zone for students equipped with a playset as an environmental step required to develop all students' basic potential in balanced various development aspects. Scaffolding is changeable support customized with the development that has been achieved by the students, which has also been provided as scaffolding to achieve higher development. The play center is a center that facilitates students to develop their speaking skills, social, and emotions by providing many opportunities to play a role. The characters are represented through little things (playing a micro role) and creating and playing a role into characters using tools with their original shape (playing a macro role) by providing enough time, space, tools, and safe materials.

2.2. The Essence of Early Childhood Education is Language Development

In language development, there are three things that differences need to be understood. The first one is the difference between language and speaking ability. Language is ordinarily understood as a complex semantic grammatical system. Meanwhile, speaking ability consists of expressions in the form of words. Although language and speaking ability are closely related, both are different. There are two areas of language growth, namely receptive and expressive language. Receptive language, such as listening and reading, shows the child's ability to understand and applies to the child's communication. Language and writing show the creation of a language communicated to others. The child's language will speak to itself differently dangerously when planning the presentation of the problem and swallowing, watching their movements. The speaking characteristics of children aged 5-6 years are known with indicators that children can communicate verbally. They have a vocabulary and recognize symbols in preparation for reading, writing, and counting; arrange simple sentences in a complete structure (subject-predicate-adverb); and have more vocabulary to express their ideas to others.

Speaking ability must be considered in order to communicate effectively and efficiently with others. Atar (2009) argues that speaking ability is the ability to produce a stream of articulation sound systems to express others' wishes, ideas, feelings, and experiences. Henceforth, a child with good speaking skills can express his wishes, ideas, feelings, and experiences to others. Another definition of speaking ability was stated by Barzun (2009). The developed speaking abilities are speech, pronunciation, remembering diction (word choice), phrases, sentence structure, grammar, accuracy, fluency, and how to ask and answer questions. Children's speaking abilities include proper pronunciation, simple sentence structure, vocabulary, fluency, and good understanding. Following these opinions, we can describe that speaking ability is children's power or effort to pronounce articulation sounds or words. It aims to express their feelings and convey thoughts or ideas verbally accompanied by proper pronunciation, simple sentence structure, vocabulary, fluency, and good understanding so others can understand it. Children's daily activities are carried out by listening to the sounds of the language around them. Children use the result of listening to sounds as a start to their speaking activities by imitating the speech they have heard. Pateda, as quoted by Suhartono (2005), explains the early development stages of children's speech, such as the planting, telegraphic, and transformational stages.

According to the three-stage above, five-year-old children are at the transformational stage. Children with knowledge and mastery of certain words can be used to pronounce more complex sentences. Children started to have the courage to ask, order, refute, and inform something. Every children's activities are communicated or expressed

through sentences. At this time, children started to have the courage to transform their ideas to others in various sentences. Some children have extensive language skills at 5-6 years. According to Seefeldt & Wasik (2007), the language of children aged five years continues to develop. Vocabulary extends from 5,000 to 8,000 words. The number of words in a sentence increases, and the sentence structure becomes more complex. As a result of adult feedback, five-year-olds reduce their use of extended verb rules and plurals. They are also often correcting mistakes themselves. Children become smarter with the ability to communicate their ideas and feelings. Children also enjoy conversation and rarely interrupt conversations, learn to stand in line, and listen to other people talking. At this age, children like to tell stories, chitchat with others, and begin to learn to control their abilities. The most common and effective language skill carried out by kindergarten-age children (4-6 years) is speaking ability. It is following children's speaking ability at that age. These characteristics include the children's ability to speak well, correctly carry out three verbal commands, listen and retell simple stories in an easy-to-understand sequence, state name, gender, and age using conjunctions. Also, using question words such as how, what, why, when, comparing two things, understanding the concept of reciprocity, compiling sentences, saying more than three sentences, and recognizing simple writing (Dhieni et al., 2005).

Furthermore, Suryadi (2007) explained that the children's speaking ability within the age of 5-6 years old, which are (a) a child could say more than 2.500 words; (b) vocabulary scope that children can involve color, size, shape, flavor, smell, beauty, speed, degree, difference, surface distance; (c) children can play a role as good listeners; (d) children can be participated in a conversation, and can listen to others, and respond to the conversation; (e) the conversation that children conducted has involved various comments to what they saw; (f) children are able in expressing themselves through reading, writing, and reading poetry. Thus, it shows that children aged 5-6 can participate in conversation, play a role as good listeners, and express their thoughts, feelings, and actions using simple sentences. Preschool children have to develop speaking skills until they are at the age that they can go to school. Male and female students are prepared to learn to speak with any systems, grammar, and vocabulary mostly heard at home or in their surroundings.

Based on the theories presented above, it could be described that children between the ages of 5-6 years old are in kindergarten age. At this age, children have a very big motivation to speak. Thus, their speaking ability will improve rapidly. It can be shown that children enjoy conversation and have an extensive vocabulary of 1.500 to 8000 words. The children can use conjunctions, interrogative words, time concepts, and comparison, express their ideas and feelings, fulfill three verbal commands, and tell stories with a simple sentence. Moreover, by having conversations in role-playing activities, children will gain experiences, increase their knowledge, and develop. It has been particularly helpful for children in learning activities, making it easier for them to be accepted by their peers.

3. Materials and Methods

This qualitative study aims to profoundly understand the phenomenon of the research subject's experiences, such as actors, perceptions, motivations, actions, and much more holistically. Descriptively, words and language are used in a natural, specific context, and various research methods are used (Moleong, 2004). The subject of this research is students of group B between the ages of 5 and 6 years old in Dharma Bahagia Samarinda kindergarten, with 20 total students consisting of 12 female students and 8 male students. The data source was collected from primary data, defined as data obtained directly from the subjects and people who become informants who understand the research problem or object of research. The subjects of this research are Dharma Bahagia kindergarten's manager and teachers. The researcher observes directly to the survey and takes notes of the location to obtain the data necessary for the research problems. It aims to obtain data on the condition of Dharma Bahagia kindergarten using role play.

Documentation - The documentation used in this research is photos and videos of teachers and students doing role-playing learning activities.

Interview - The interview aims to obtain profound answers on a certain subject, such as digging up data about the school's profile and teacher's strategy in developing children's speaking ability through role-playing. The information in this interview is from the principal and teachers of Dharma Bahagia Samarinda kindergarten. This interview aims to obtain information about role-playing in developing children's speaking ability.

Data Analysis - Data analysis used in this research is from Miles and Huberman's method, which has three steps in analyzing qualitative research data: (i) Data reduction by summarizing, choosing main ideas, focusing on important parts, and discarding unnecessary data. It aims to identify a lot of data. Data reduction gives a clearer picture; thus, it is easier for the researcher to search for the required data and continue to the next step of collecting data. Data representation used in this research is in the form of narrative text about the application of role-playing in developing speaking ability. The research subject presented it as narrative text from observation, interview, and documentation. Conclusion drawing is the last step after doing data reduction and data representation. Data were analyzed by concluding the data reduction and representation results about the application of role-playing in developing children's speaking ability in Dharma Bahagia Samarinda kindergarten.

The object of this research includes the learning process with that method, the condition of the teachers and students participating in role-playing learning, and the condition of facilities and infrastructure (see Table 1).

Table 1. Research Observation Sheet

OBSERVATION SHEET
Day/date   : …………
Group   : ………….....
Teacher's name/observer   : …………

No.	Name of Activity	Details of Activity	Rating	
			D	ND
1	Environment scaffolding	Prepare materials that support literacy experiences	✓	
2.	Scaffolding before playing	1. Say greetings	✓	
		2. Ask how are you doing	✓	
		3. Pray before starting the activity	✓	
		4. Do question and answer and write the vocabularies which children spoke	✓	
3.	Scaffolding during play	1. The teacher gives an example on how to communicate politely in a proper way such as sorry, excuse me, please, to expand children's vocabulary	✓	
		2. Documentation during the activity and take notes the student's language development	✓	
4	Scaffolding after playing	1. Support children to recall the experiences of playing by telling each other's experiences of playing (*recalling*)	✓	
		2. Pray after the activity	✓	

Notes: D: Done and ND: Not Done

4. Results and Discussion

There are 4 centers held at Dharma Bahagia Kindergarten. There was Literacy Center, Science Center, Role Center, and Block Center, and all of them were equipped with facilities needed by early childhood. This research focused on the role center and the data collection results from observations, interviews, and documentation.

4.1. The Application of Role Play in Developing Speaking Ability in Dharma Bahagia Kindergarten

The results of the study were obtained at Dharma Bahagia Kindergarten using "Playing while learning, which integrated with a religious education through a center and environment approach or BCCT (Beyond Centers and Circle Time) and PAMONG (Implementation of Moving and Rolling Learning) learning system. Using this system, children are provided with the freedom to explore and experiment. Thus, children will acquire and build knowledge that will become part of themselves. This learning system aims to teach children about the basic education of faith, holiness, Akhlakul Karimah, and all aspects of personality that students need to adapt to the environment and further growth and development.

4.2. Role Play Planning Improves Speaking Ability

Role-play planning is used to develop speaking ability in play activities. Students must play their role by expressing themselves through interaction and speaking directly with the help of social groups whose members are their friends. Role-playing in developing children's speaking ability should be made as attractive as possible so children become interested and motivated to speak without force. Therefore, we need a learning plan that follows the needs and development of early childhood at 5 to 6 years old. The learning plan owned by Dharma Bahagia Kindergarten is seen from the learning development aspect included in the main center, including religious values, moral values, physical motoric, cognitive, social, emotional, and art. It is shown in the daily program plan compiled by each center. If there is additional input from book activities, it will be considered in the daily activity programs. An integrative curriculum that combines the curriculum of the Ministry of Cultural Education (Menteri Pendidikan Dan Kebudayaan Republik Indonesia, 2007) with the curriculum that this curriculum team has developed focuses on early childhood development through active, creative, effective, innovative, and fun learning systems.

The learning plan for developing speaking ability at the role center is carried out before teaching and learning activities. It started by holding a meeting to bring the curriculum and educational calendar to make plans based on sub-themes, topics, and time allocations based on the educational calendar. Therefore, the distribution of the curriculum and the provision of a complete theme to make the RPPM (Weekly Learning Program Plan) continue to make the RPPH (Daily Learning Program Plan), which each center teacher makes. The methods used are storytelling, conversation, and question and answer. Three planned methods aim to improve children's language development, namely the storytelling method. The teacher reading storybooks to students will increase the child's vocabulary in speaking. Thus, the conversation method can train children's expressive language, such as giving opinions and expressing their emotions through speaking. As well as the question-and-answer method can understand children's receptive language. Also, they can understand commands and questions, and then they can answer or do that according to what was ordered and what was asked, as well as interviews related to the role-play learning plan in the Role Center.

Planning based on sub-themes and topics of activities carried out in the role center is a complete package since storytelling, conversation, and question-and-answer activities aim to achieve and improve children's speaking development. Based on the description of role-play planning in developing speaking ability, the researchers concluded that role-play planning at Dharma Bahagia Kindergarten started from the RPPM, making RPPH with appropriate learning methods. This appropriate environment fits the theme and role-plays scenario, supported by role-playing materials. It can support speaking ability development in early childhood within 5-6 years.

4.3. The Application of Role Play in Developing Children's Speaking Ability

Learning activity in Dharma Bahagia kindergarten with a role-playing center is carried out in several stages:

1. The environmental scaffolding stage starts with environmental management by planning other's experiences' intensity and density. Furthermore, it supports three types of sensory-motor play, structured construction, and other materials supporting literacy experience.
2. Before the playing stage, the teacher greets students and asks how they are doing, and next, says welcome and chants about center play. They pray together before playing, continue with questions and answers, write vocabulary, and discuss the rules.
3. Scaffolding stage during the play, choosing roles by providing time tools to manage or expand and studying their experiences of always observing the children while playing. Later on, the teacher gives an example of how to communicate correctly and politely during playing and documents the assessment of children's development.
4. Scaffolding stage; After playing at this stage, teachers and students clean up the play equipment together, and then they recall the activities they have done. Ultimately, they express their gratitude to Allah and pray together after doing the activity.

4.4. Evaluation

The teacher arranged evaluation during role-playing in developing children's speaking ability using checklist rating divided into 3 (three) indicators: receptive language skills, expressive language skills, and manners in speaking. Based on those three indicators, a few children are very good at receptive language skills, and some are only good at expressive language skills. A few children still lack speaking manners, and some have very good speaking skills that fulfill those three indicators. However, based on each lack of speaking ability, the teacher will continuously study and improve their work to develop children's speaking ability.

4.5. Supporting factors and inhibiting factors

Primarily, there are always two factors in every learning activity. It goes the same with role-playing in developing children's abilities. The two factors are supporting factors and inhibiting factors. As Saddiya said, a teacher, "The supporting factors of role-playing centre activity can be seen from the scaffolding before playing and scaffolding during playing. Meanwhile, the inhibitory factors are students' emotions, which cannot be handled by themselves, and a shortage of teachers. The supporting factor in developing students' speaking skills is that all the mediums were provided and suitable to the children's role and presented very similar to the real ones to help them express their emotions. Besides, it helps children improve their speaking skills since they are familiar with the medium/tools they use during play. For example, when students play material seller, they confidently mention all the materials they will sell since they are real, such as sand, rocks, etc.

Therefore, the teacher also gives knowledge to the students during the role play. For example, religious expressions such as saying greetings, saying "sorry" after making some mistakes, saying "excuse me" if they want to ask for permission or walk pass their friend, and saying "thank you" after being given something by someone or being helped by someone. The inhibiting factors in the application of role-playing in developing children's speaking ability are

that the medium used for playing is under-equipped and unfamiliar. Thus, it does not make children explore their curiosity. It caused a lack of speaking among the students.

Moreover, the students' age factor, which means they are still unable to control their emotions, makes them often speak loudly. They also tend to break the rules when they play. Also, there was some impolite vocabulary during the game. Each stage of the application of role-playing in developing children's speaking ability, using storytelling, conversation, and question-and-answer methods, are learning strategies that can provide a learning experience for children. Direct observation was done continuously during the children's play, namely by observing students while playing and then assessing them according to the stages of role-playing. Moreover, by observing language development, we can understand and recognize basic literacy and behave humbly and politely.

Evaluation is carried out nearly at the end of the semester by identifying students who have succeeded in developing speaking ability and students who have not accomplished it yet or are still in the process. The teacher will approach the student's parents to gather information from people who live in the student's neighbourhood by asking about the student's daily life at home in expressing their language. The teacher will also develop students' speaking skills by asking about their wishes and then teaching them how to express them simply. It will continue to obtain results that are as expected. The evaluation result can be collected from student's work data, notes of teacher's experiences with development, and an indicator that becomes the achievement target of student's development ability.

5. Conclusions

Role-playing in developing children's speaking ability is right for children. During role-playing, reciprocal communication between teacher and students gives students happiness and positive vibes. It is spontaneous, and students can freely choose the roles they want to play. Moreover, role-playing also involves students' active role and is systematically related to creative development, problem-solving, language learning, social development, and many more. Furthermore, through role-playing, children can communicate with receptive and expressive language, know basic literacy, and expand their vocabulary with Islamic nuance. A complete medium is supporting factors in role-playing in developing children's speaking ability within 5-6. It is suitable for the children's role in Center Role Play. The teacher can inhibit factors in role-playing in developing children's speaking ability. The medium used for playing is under-equipped to support role-playing. Subsequently, it caused a lack of speaking among the students. Besides, the lack of exploration from children during role-playing impacts the children's lack of enthusiasm to speak more. Furthermore, few students break the rules by speaking loudly and saying impolite words since they can still not control their emotions. Lastly, there is a shortage of teachers in the classroom.

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