



Teacher's Strategy in Developing Children's Language Through Role Playing Activities



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Abstrak

Strategi guru merupakan upaya atau cara yang digunakan dalam penyampaian pembelajaran kepada anak. Bahasa merupakan bentuk komunikasi secara lisan maupun tulisan. Metode bermain peran adalah memerankan tokoh atau benda disekitar anak dengan tujuan untuk mengembangkan daya khayal (imajinasi). Rumusan masalah pada penelitian ini untuk mengetahui kegiatan bermain peran makro, mengetahui perkembangan bahasa anak usia 5-6 tahun dan untuk mengetahui perkembangan bahasa melalui kegiatan bermain peran makro. Jenis penelitian yang digunakan dalam penelitian ini adalah kualitatif deskriptif kualitatif. Berdasarkan hasil penelitian yang peneliti lakukan bahwa kegiatan bermain peran telah dilaksanakan sesuai dengan prosedur dalam bermain peran. Langkah-langkah bermain peran ini sesuai dengan yang dijelaskan dari teori Roestiyah, yakni dimulai dari guru memilih tema yang akan dimainkan, menyiapkan naskah atau jalan cerita, menyiapkan media yang akan digunakan dalam permainan, menerangkan teknik dan aturan dalam permainan, membagi atau memilih peran masing-masing anak, menceritakan sambil mengatur adegan pertama diskusi dan mengevaluasi pembelajaran. Maka dari itu perkembangan bahasa anak sudah berkembang sangat baik

Abstract

The teacher's strategy is the effort or method used in delivering learning to children. Language is a form of communication both orally and in writing. The method of role playing is to portray characters or objects around the child with the aim of developing imagination (imagination). The formulation of the problem in this study is to determine macro role playing activities, to determine the language development of children aged 5-6 years and to determine language development through macro role playing activities. The type of research used in this research is qualitative descriptive qualitative. Based on the results of the research that the researchers did, the role-playing activities had been carried out in accordance with the procedures in role-playing. The steps for playing this role are in accordance with what is explained from Roestiyah's theory, namely starting from the teacher choosing the theme to be played, preparing the script or storyline, preparing the media to be used in the game, explaining the techniques and rules in the game, dividing or choosing

their respective roles. -each child, telling while setting the first scene of discussion and evaluating learning. Therefore, the child's language development has developed very well.



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INTRODUCTION

Early Childhood Education is essentially education that is held with the aim of emphasizing the overall development of all aspects of the child's personality, facilitating the growth and development of the child as a whole. Therefore, PAUD provides opportunities for children to develop their personality and potential to the fullest. Consequently, PAUD institutions need to provide various activities that can develop various aspects of development such as: cognitive, language, social, emotional, physical and motor. (Ulfah, 2013)

The world of children is play, children can learn through playing. The positive impact that is obtained is to make children active with other children. (Tadjuddin, 2020) Playing is also one of the ways that children can do to develop their own abilities to understand themselves, other people and their environment. Playing should be adapted to the child's development without reducing the learning elements in it.

Playing a role or *role playing* is a learning method that portrays characters in a story (Dewi et al., 2016) . Role playing can also be interpreted as pretending to be someone else so that the child can feel like the character he is playing and the child can interact with his opponent, this is also one of the efforts that can be made to stimulate language development in children.

Anita suggested that there are several ways or methods that can be used to develop children's language. These methods are story telling, role playing, language games, conversations, field trips, question and answer and so on (Fatinah Zahro, 2015) . Musfiroh also believes that sociodramatic games are very good games to improve children's language intelligence. This game can stimulate children's intelligence in expressing and being competent at the same time.

One of the play activities that can be done to stimulate child development is role play. Role play is a play activity carried out by a group of children. Through role-playing activities, children will interact a lot with other people, imagine a lot, communicate and cooperate with other people (Yusri Bachtiar, 2017) . Thus, one effort that can be used to develop children's language is to use the role playing method.

The strategy of developing language through the role playing method is very important, because children are instructed to socialize and interact with their friends. Interacting is useful for training children to learn to speak the language through role-playing activities. It is not possible when a child plays a role not to use language and not talk to the interlocutor, so that the child has the media to develop intelligence in speaking through the method of role playing (Iftaqul, Jannah, 2015) . Through role playing activities. Children's language development can develop optimally.

Language is a very important communication tool in human life, because language functions as a tool to express thoughts and feelings to others, as well as functions as a tool to understand the feelings and thoughts of other people. The learning method used in TK Al-Islam 4 Surakarta uses a variety of methods, namely the method of conversation, question and answer, storytelling, question and answer, field trips, assignments and role playing. Some of these methods are used as a method to stimulate development in children

This was revealed by educators that in learning activities, educators use various methods or strategies and one of them is role playing. Because role-playing can be used to stimulate language development, but this role-playing activity is only carried out on certain themes because this role-playing activity requires a lot of tools or facilities and infrastructure. Role playing activities seem to be more effective for children's language development activities, because role playing involves a number of children to interact with each other, and children are also more enthusiastic when they are going to do role playing activities. Because children can express their imagination through role playing activities.

From the explanation above, the researcher felt interested in researching the teacher's strategy in role playing activities at TK Al-Islam 4 Surakarta, to find out the development of children's language and to find out the development of children's language through macro role playing activities. Therefore, the researcher is interested in making TK Al-Islam 4 Surakarta, Central Java, the object of this research.

LITERATURE REVIEWS

One aspect of development that is important to develop in children is language development (Putri et al., 2018) . Language development in children is a basic aspect that is very important to develop, because with language it can make it easier for children to interact with other people or with the environment around the child.

(Ni Putu Dessy Rumilasari, 2016) The Effect of *Role* Playing Methods on Speaking Ability in Children Journal of Early Childhood Education in 2016 used an action research method (action research) of 2 cycles. The results of this study show that there is a significant influence on children's speaking ability. The similarity of this research with the research that the writer will do is that both examine children's ability to speak. The difference is the strategy carried out by the teacher to develop children's language through role playing activities and the researchers used qualitative research techniques while this study used classroom action research.

(I Gede Purnajati, Made Sulastri, 2013) Implementation of Teaching Methods Using Role Playing Techniques to Improve the Language Skills of Group B Students of Widya Kumara Sari Kindergarten, Kubuplus in 2013 using the classroom action research method. The results of this study showed an increase in language development in children. The similarity of this research with the research that will be conducted by the writer is that they both use role-playing techniques, and the difference is that the writer focuses more on macro-role playing.

(Putri et al., 2018) , The Effectiveness of Application of the Macro Role Playing Method on the Development of Children's Oral Language in Darul Falah Kindergarten, Padang City in 2019 using a quantitative research method in the *Quasy Experiment type*. The results of this study can be concluded that the development of children's spoken language is effective by using the macro role playing method which has a high magnitude of influence on the development of children's spoken language. The similarity of this research and the research that will be conducted by the author is that they both examine the application of macro role playing methods to children's language development, and the difference is that the authors use qualitative research methods, this research uses quantitative research methods.

METHODS

This research uses a qualitative approach and the type of research used is descriptive qualitative. In general, the research method is defined as a scientific way to obtain data with specific purposes and uses (Sugiyono, 2017, 2018) .

Qualitative method is a research method that does research without using numbers but by using descriptive presentations or describing a symptom or phenomenon to be studied. The data collection tool used is by interviewing educators at TK Al-Islam 4 Surakarta, and after that to determine the data analysis technique by carrying out several steps, the first is data reduction (core or main data), the second is data display (presentation of data in word or sentence form). The third is verification (drawing conclusions). This was done in order to make it easier for the reader to understand this research. The validity of the data in this study was tested through source triangulation, technique and source triangulation.

Because the focus of this research is that the researcher wants to get an overview of how the teacher's strategy is in developing children's language through role playing activities. In this study the researchers used a descriptive analysis research method. This research was conducted on November 1, 2022 to November 11, 2022, the research was conducted on class B children aged 5-6 years with a total of 17 children in TK Al-Islam 4 Surakarta.

Source of data obtained through a) observation. The observation used by researchers to collect data is using non-participant observation. b) Interviews are a *means of re-checking* or proving information against informants or previously obtained. The interview technique used in qualitative research is in-depth interviews. In-depth interviews are the process of obtaining information for research purposes and how to ask and answer face-to-face between the interviewer and the informant or interviewee (Noor, 2011) . c) Documentation is searching for data regarding matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, calendars, agendas, and so on (Arikunto, 2013) .

RESULTS AND DISCUSSION

According to (Roestiyah, 2012) , strategies for carrying out activities can be carried out in the following ways and researchers use this theory as material for conducting interviews with teachers. The following are the results of the interviews that the researchers conducted, namely regarding the role playing steps in developing early childhood language as follows:

1. The teacher determines and chooses the theme to be played

Before carrying out learning a teacher should arrange learning activities, so that each desired learning goal is able to run well, then a teacher must develop a daily learning implementation plan. that before the start of learning the teacher had previously prepared a daily learning implementation plan (RPPH) so that the learning objectives could be achieved, as expressed by the educator as follows:

"Yes, before carrying out learning we as educators must prepare and choose a theme first, so that role playing activities become more well structured in accordance with the established curriculum and achieve the expected goals."

Based on the above statement, the educators in Al-Islam TK Surakarta in choosing a theme have prepared a lesson plan (RPPH) beforehand, so that before learning is carried out, the teacher has determined or chosen a theme for learning to be applied.

2. The teacher makes a scenario script or storyline for role playing

In playing the role of an educator, he must organize the child first, direct or create a scenario in the game that will be played by the child in order to understand the flow he plays in the game in accordance with the theme that has been determined as the result of the interview with the educator as follows:

"The scenario that is played is adapted to the activity plan or theme that has been set. If in normal learning or non-staging they usually rarely use the text of the script, only if in the staging they use the text/script in role playing. So if in role playing for learning usually the teacher gives instructions then they follow what the teacher says and the children develop according to their imagination."

From the statement above the researcher concluded that the teacher did not make a written scenario or script, but the teacher still made up the storyline that was played and the child developed it according to his imagination. The storyline is

conveyed by the teacher before the game or when the teacher is carrying out the game together.

3. The teacher provides tools such as tools or media

Before the start of the learning activities the teacher has prepared the equipment or media that will be used in learning according to the theme that has been set.

As stated by educators as follows:

"Before playing the role, you already know what theme will be played, so we as educators prepare the tools that will be used during the role play, for example, like earlier with the theme of the vegetable seller, we prepare vegetables, for doctors, we prepare medical equipment."

4. The teacher explains game techniques in role playing

Before carrying out role playing activities, educators explain in advance about the themes they are playing, what they are doing and what their goals are.

As interviews with educators as follows:

"We explain son... today we will play with what theme, for example, the teacher's theme at school. Yes, we will explain about who is at school and so on, "

From the results of the research that the researchers carried out, the teacher told the children that they would play a role. Then the teacher explains about the theme, for example: during the doctor's theme, the teacher explains about the doctor treating sick people, there are male and female doctors.

5. The teacher chooses the role of the child who will play the role

In role playing there are children who play roles and some who have not yet had their turn are designated as listeners. Children listen and watch their friends role play and wait for their turn to role play.

As stated by the educator as follows:

"In role playing, the teacher usually chooses the child first if he can, or offers it to the child, yes... that the Queen plays the role of a teacher, for example, or the other as a student and so on. Yes not all play the others listen. After it's finished those who haven't played are given the opportunity, for example, who wants to advance? Now the children are given the opportunity to play."

Based on research conducted by researchers, educators choose children who play for the first time, because the number of children in the cast is adjusted to the theme and the number of actors, so there are children who have not had their turn to play.

6. Telling While Setting the First Scene

In role playing so that children understand more about what the child will play.

As the educator revealed:

"We tell the child about what is being played during role play at the same time that role play begins."

From the results of the study that the teacher usually tells the plot at the same time when the actor starts playing. So the teacher while telling the storyline simultaneously with the child playing the role he is playing. For example, the teacher said that a vegetable seller passed by and said yur... vegetables and then the child who played the role of a trader played his role by saying yur... vegetables and so on.

7. The teacher discusses the values embodied in role playing activities

In role-playing so that children better understand the values contained in the activity material, the teacher discusses or reviews role-playing activities by conducting questions and answers, such as if a friend or relative is sick, we should visit them, or we must comply with traffic rules. , if the red light has to stop, do not fight during the ceremony and so on. Discussions can be about whether or not the role is good.

As revealed by the following educators:

"Yes, after you have finished playing the role, you review what happened and what has been played. For example, if you are asked if you are happy or not playing a role today, you are asked how you feel. Then from playing the role earlier if a friend is sick, then what should I do? They replied visited. Or to avoid being ticketed by the police, you have to obey traffic signs."

Based on the research, teachers usually review and ask children about the feelings of children who are happy or not playing roles and what are the values contained in role playing.

8. Teacher Evaluates Results From Role Playing

After carrying out the learning the educator evaluates the results of playing the role, to find out whether the child is developing or not the educator has tools or indicators to see the child's development. To evaluate what should be maintained or improved in learning.

"In conducting evaluations, we usually use tools such as checklists adapted to the curriculum, anecdotes. So after finishing learning, we can see how the child has developed or not and so on."

From the statement above, the researcher concludes that educators evaluate learning by using checklists that are adapted to the curriculum.

To reinforce that macro role play activity able to develop children's language in TK Al-Islam 4 Surakarta, Central Java, the following can be seen from indicators of the level of achievement of language development of children aged 5-6 years. The child has reached more than 2500 words.

The results of the research conducted regarding the teacher's strategy in developing language through role playing activities at TK Al-Islam 4 Surakarta, Central Java, from the results of interviews and observations by teachers there were 5 children who were starting to develop and 12 children who had developed very well. It can be seen that the children are able to understand or understand commands from the educator simultaneously while playing and the child also has a vocabulary vocabulary such as the child being able to mention fruit, various kinds of vegetables, mention family members and so on.

1. Children can communicate clearly

Children are able to communicate clearly when playing roles with their friends, from the observations by the teacher there are 4 children who are starting to develop and 10 children who have developed very well. This can be seen from how children are able to interact clearly when playing roles and children can understand their respective tasks when carrying out role playing activities.

2. Children are able to answer the phone well

In a game when playing a role in the household, for example, someone calls and the child is able to answer the phone well when playing a role like "hello, this is arsyah, what's wrong calling me"

3. The scope of the child's vocabulary is wide

From the results of observations this is indicated by when children are able to distinguish colors, differences in sweet or bitter tastes, differences in distance or nearness, and children are also able to know the size of an object. All students can be categorized as developing very well in this regard.

4. Recognizes many letters and symbols

From the results of interviews and observations that have been made, the child is able to recognize the letters of the alphabet A-Z and the child is able to recognize the sound of the letter from the start of the name. From the observations, there were 4 children who started to develop and 10 children who developed very well.

5. Children are able to perform the role well

Children are able to carry out their roles well, this is indicated by when children are able to carry out the roles determined by the teacher well and children are also able to be *good listeners (good listeners)*. From the observations there were 2 children who started to develop and 12 children developed very well.

6. The child is able to participate in the conversation

Children are able to participate in conversations, this is indicated by children being able to answer questions from friends when playing roles and children are also able to play the roles set by the teacher. From the results there were 6 children who started to develop and 8 children who had developed very well.

7. Children are able to perform self-expression, write, read

This is marked by when the child plays a role the child is able to show his expression, for example an expression when he is happy or sad and the child is able to write and read his own name, this can be seen when the child is asked to write and read his name in front of his friends, so researchers can concluded that the child's language development was very good, in accordance with the standard level of achievement of child development.

CONCLUSION

Based on the results of the research that has been carried out by researchers that macro role playing activities in an effort to develop children's language in TK Al-Islam 4 Surakarta Central Java are already good with the level of attainment of indicators of language development Can already reach 2,500 words, can already communicate clearly, carry out roles and as a *good listener* , able to participate in a conversation, able to express oneself, write and read, know many letters, know many symbols.

This shows that role playing activities can develop language in children aged 5-6 years. Thus it can be concluded that in the use of role playing methods to develop Children's language in TK Al-Islam 4 Surakarta, Central Java has taken steps in role playing, namely starting from the teacher setting and choosing a theme first, then making a script or storyline to be played, the teacher provides tools and materials to be used then explains about techniques to be played, selecting and assigning roles to be played by children, telling stories while setting up the first scene, then discussing and evaluating learning. Even though the child who plays the role the first time is the child appointed by the teacher, the teacher in practice proposes or gives the opportunity for the child to play like his friend. Therefore, children's language development has developed very well.

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