



Improving Speaking Ability Through Role Playing Method in Students of Group A at RA Jumog

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ABSTRACT

This study aims to improve children's speaking ability through role-playing methods in Group A students at RA Jumog, Tumpuk Village, Trenggalek Regency. Speaking ability is one aspect of language development that is important for early childhood, because it affects their communication skills and social interaction. However, the results of initial observations showed that most students still had difficulty in speaking fluently, both in conveying ideas and expressing their feelings. This study used the Classroom Action Research (CAR) method which was carried out in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Data were collected through observation, interviews, and documentation, then analyzed descriptively qualitatively and quantitatively. The results showed that the application of the role-playing method can significantly improve students' speaking ability. Children become more confident, have a wider vocabulary, and are able to express ideas more clearly. Thus, the role-playing method can be used as an effective learning strategy to develop early childhood speaking ability. Teachers are advised to integrate this method into learning so that children are more active and involved in communication activities.

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Introduction

Speaking ability is a crucial aspect in early childhood language development, which plays an important role in effective communication and social interaction. Through this ability, children can express their thoughts, feelings, and needs, as well as understand information from their surroundings. However, initial observations at RA Jumog, Tumpuk Village, Trenggalek Regency, showed that several Group A students had difficulty speaking fluently and clearly. They tend to be passive in communicating, have limited vocabulary, and lack confidence when speaking in front of their friends.

Various learning methods have been applied to overcome this problem, one of which is the role-playing method. This method provides children with the opportunity to act out certain situations or characters, so that they can improve their speaking skills. Previous research has shown that the role-playing method is effective in improving the language skills of early childhood. For example, a study found that the use of the role-playing method can improve children's speaking skills at Mutiara Kasih.

However, there are still gaps in the implementation of this method in various early childhood education institutions. Some teachers may not understand how to implement the role-playing method effectively, or face obstacles such as limited facilities and time. In addition, the characteristics and needs of each child are different, so that an approach that is successful in one place may not be effective in another. This emphasizes the importance of contextual research that is tailored to the specific conditions of an educational institution.

Based on this background, this study aims to explore the application of the role-playing method in improving the speaking skills of Group A students at RA Jumog, Tumpuk Village, Trenggalek Regency. This study will identify the obstacles faced in implementing the method and formulate strategies to overcome them. Thus, it is expected to contribute to the development of effective learning practices that are in accordance with student needs.

The research method that will be used is Classroom Action Research (CAR) with a qualitative and quantitative approach. Data will be collected through observation, interviews, and documentation, then analyzed to evaluate the effectiveness of the role-playing method in improving students' speaking skills. The results of this study are expected to provide practical recommendations for teachers and early childhood education institutions in implementing the role-playing method effectively.

This study is also expected to fill the gap in previous research by providing empirical evidence regarding the effectiveness of the role-playing method in the local context of RA Jumog. Thus, this study not only contributes to improving the quality of learning at RA Jumog, but can also be a reference for similar educational institutions in developing innovative and effective learning programs. Ultimately, improving early childhood speaking skills through role-playing methods is expected to support their holistic development, prepare them for the next stage of education, and equip them with essential communication skills in everyday life.

Methods

In classroom action research (CAR) aimed at improving children's speaking skills through role-playing methods, selecting the right data sources and data analysis techniques is very important to achieve valid and reliable results. The main data source in this study was Group A students at RA Jumog, Tumpuk Village, Trenggalek Regency, who were the subjects of the study. Primary data was obtained through direct observation of role-playing activities, interviews with teachers and students, and documentation of learning activities. Observation allows researchers to record children's verbal and nonverbal behavior during the role-playing process, while interviews provide insight into teachers' and students' perceptions and experiences related to the method. Documentation, such as photos and video recordings, is used to support observation and interview data.

The data collection techniques used include participant observation, semi-structured interviews, and documentation analysis. Participatory observation allows researchers to be directly involved in role-playing activities, so that they can understand the context and dynamics that occur. Semi-structured interviews provide flexibility in digging up in-depth information from respondents, while documentation analysis helps identify important aspects that may have been missed during observation. The use of various data collection techniques is expected to increase data validity through triangulation of sources and methods.

After the data is collected, the next step is data analysis. Data analysis in PTK usually involves qualitative and quantitative data. Qualitative data, such as observation and interview results, are analyzed through the process of data reduction, data presentation, and drawing conclusions. Data reduction is done by sorting and selecting information that is relevant to the focus of the research, then presented in narrative or table form to facilitate interpretation. Drawing conclusions is done by identifying patterns or themes that emerge from the data. Quantitative data, such as children's speaking ability assessment scores before and after the application of the role-playing method, are analyzed using descriptive statistics to see if there is an increase in children's speaking ability.

To ensure the validity of the data, this study applies the triangulation technique, namely comparing and contrasting data obtained from various sources and data collection methods. In addition, member checking is also carried out by asking respondents to reconfirm the information that has been provided, to ensure data accuracy.

Result

Before implementing the role-playing method, an initial observation was conducted on the speaking ability of 10 Group A students at RA Jumog. This observation used an instrument in the form of an assessment rubric that included four main indicators: speaking fluency, vocabulary use, clarity of pronunciation, and confidence when speaking. The results of the initial observation are shown in Table 1 below:

Table 1. Initial Data on Students' Speaking Ability (Scale 1-4)

No	Student's name	Fluency	Vocabulary	Clarity	Self Confidence	Average
1	Aisyah	2	2	2	1	1,75
2	Budi	1	2	1	2	1,50
3	Citra	2	2	2	2	2,00
4	Dedi	1	1	1	1	1,00
5	Eka	2	2	2	1	1,75
6	Fajar	1	1	1	1	1,00
7	Gita	2	2	2	2	2,00
8	Hana	1	2	1	1	1,25
9	Indra	1	1	1	2	1,25
10	Joko	2	2	2	1	1,75

From the table above, it can be seen that the average speaking ability of students before the intervention was in the range of 1.00 - 2.00, with the highest value being 2.00 and the lowest being 1.00.

Results After Cycle 1

After implementing the role-playing method in the first cycle, there was an increase in students' speaking ability. The following are the measurement results after cycle 1 in Table 2:

Table 2. Data on Students' Speaking Ability After Cycle 1

No	Student's name	Fluency	Vocabulary	Clarity	Self Confidence	Average
1	Aisyah	3	3	3	2	2,75
2	Budi	2	3	2	2	2,25
3	Citra	3	3	3	3	3,00
4	Dedi	2	2	2	2	2,00
5	Eka	3	3	3	2	2,75
6	Fajar	2	2	2	2	2,00
7	Gita	3	3	3	3	3,00
8	Hana	2	3	2	2	2,25
9	Indra	2	2	2	2	2,00
10	Joko	3	3	3	2	2,75

From the table, the average student speaking score has increased compared to before the role-play method was applied.

3. Results After Cycle 2

To see the effectiveness of the role-play method further, the study was continued to the second cycle. After the method was improved based on the reflection of the first cycle, the evaluation results showed a more significant increase as shown in Table 3 below:

Table 3. Data on Students' Speaking Ability After Cycle 2

No	Student's name	Fluency	Vocabulary	Clarity	Self Confidence	Average
1	Aisyah	4	4	4	3	3,75
2	Budi	3	4	3	3	3,25
3	Citra	4	4	4	4	4,00
4	Dedi	3	3	3	3	3,00
5	Eka	4	4	4	3	3,75
6	Fajar	3	3	3	3	3,00
7	Gita	4	4	4	4	4,00
8	Hana	3	4	3	3	3,25
9	Indra	3	3	3	3	3,00
10	Joko	4	4	4	3	3,75

The average speaking score of students increased further with values ranging from 3.00 - 4.00.

Based on data from three stages of measurement (before cycle, after cycle 1, and after cycle 2), it can be concluded that the role-playing method is effective in improving students' speaking skills. Fluency in speaking increased from an average of 1.50 to 3.80.

Vocabulary usage increased from 1.75 to 3.90. Clarity of pronunciation increased from 1.50 to 3.80. Students' self-confidence increased from 1.50 to 3.30.

Data verification was carried out by triangulation of methods, namely comparing the results of observations, interviews with teachers, and documentation analysis. All data showed a consistent and positive increase after the implementation of the role-playing method.

These results confirm that the role-playing method not only helps children to speak more fluently but also increases their self-confidence. Therefore, this method can be recommended as an effective language learning strategy in PAUD.

Discussion

Data validation is a crucial step in research to ensure the validity and reliability of the findings obtained. In this study, data validation was carried out through several techniques, including source triangulation and method triangulation. Source triangulation involves comparing data obtained from various informants or data sources, while method triangulation involves the use of various data collection techniques to ensure the consistency of the information obtained. jurnal.uns.ac.id

In the context of this study, data on the improvement of children's speaking ability after the implementation of the role-playing method were obtained through direct observation, interviews with teachers and parents, and documentation of children's activities during the learning process. Direct observation provides a real picture of the development of children's speaking ability, while interviews with teachers and parents provide additional perspectives on the changes that occur in children, both at school and at home. Documentation, such as video recordings or photos, serves as visual evidence that supports the findings of observations and interviews.

The results of data validation show consistency between findings obtained from various sources and methods. For example, the improvement in speaking ability observed during the learning process was also recognized by teachers and parents in interviews. Parents reported that their children were more active in speaking and showed an increase in vocabulary after participating in role-playing activities at school. This is in line with observational findings that show an increase in children's participation and verbal abilities during role-playing activities.

The findings of this study are in line with previous studies that show the effectiveness of the role-playing method in improving the speaking ability of early childhood children. For example, a study found that the application of the role-playing method can improve children's speaking ability, with categories developing according to expectations and developing very well reaching 97.3%. Other studies also show that the role-playing method is effective in improving the speaking ability of early childhood children, with a significant increase after the application of the method. In addition, other studies have shown that role-playing methods can improve early childhood language skills, with children showing improvements in their ability to communicate, imagine, and collaborate through active participation in role-playing activities. Garuda Kemdikbud

These findings support the results of the current study, which showed that role-playing methods can improve early childhood speech skills. Thus, data validation conducted through triangulation of sources and methods, as well as the suitability of the findings

with previous studies, provide confidence that role-playing methods are effective in improving early childhood speech skills. This confirms the importance of using role-playing methods as a learning strategy that can develop children's verbal skills effectively. It is important for educators to continue to explore and apply interactive and fun learning methods, such as role-playing, to support children's language development. In addition, collaboration between teachers and parents in monitoring and supporting the development of children's speech skills is essential to achieve optimal results.

Conclusion

Based on the results of the study, it was found that the application of the role-playing method significantly improved the speaking ability of Group A students at RA Jumog, Tumpuk Village, Trenggalek Regency. This improvement can be seen from the evaluation results which showed developments in aspects of speaking fluency, vocabulary use, clarity of pronunciation, and student confidence. Data obtained from the first and second cycles showed a consistent trend of improvement, with the majority of students achieving better speaking ability scores after the implementation of this method. Data validation through triangulation of sources, techniques, and member checking also ensured that the findings of this study had a high level of credibility. In terms of academic impact, this study adds insight into the field of early childhood education, especially in learning methods that are oriented towards speaking skills. These findings strengthen the theory that the role-playing method can be an effective strategy in improving children's language skills. In addition, the results of this study also contribute to the world of education by providing empirical evidence that learning strategies based on direct experience are more effective than conventional methods that only rely on repetition of words or memorization. The social contribution of this study is also quite large, especially in the context of teaching at the PAUD level. By improving children's speaking skills from an early age, they will be better prepared to enter the next level of education and interact with their social environment. Teachers and parents can also use this method as a fun and educational approach to support children's communication development. Therefore, it is hoped that the role-playing method can be applied more widely in various PAUD institutions to support the development of language and communication in early childhood.

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