

## The Role of Play In Improving Young Children's Speaking Abilities

**Rita Prima Bendriyanti**  
Universitas Dehasen Bengkulu  
[rita.prima@unived.ac.id](mailto:rita.prima@unived.ac.id)

**Abstract.** *It is necessary to take action because the speaking abilities of the youngsters at Baitul Hikmah Early Childhood Education have declined. The purpose of this study is to enhance young children's speaking skills in early childhood education by using role-playing exercises. The John Elliot model of classroom action research is applied in this study methodology. Teachers, parents, and kids in Baitul Hikmah 1 Early Childhood Education are the subjects of this study. There are nine males and eleven girls among the twenty children. Data for this study were gathered through observation, interviews, and documentation. The researcher observed the children at Baitul Hikmah Early Childhood Education 1 and their speaking ability. Both quantitative and qualitative analysis were employed to analyze the data for this study. The study's findings demonstrate that playing activities can help Baitul Hikmah 1 Early Childhood Education students' speaking abilities.*

**Keywords :** *Speaking skills, Early childhood education, Role-playing exercises*

### INTRODUCTION

In order to communicate with others and grow socially, youngsters need to be able to speak. Youngsters with strong speaking abilities have an advantage when interacting with others and can convey their emotions and ideas more accurately and clearly (Bendriyanti, 2021). But not every youngster is born with the ability to speak well. A lack of stimulus from the surroundings, speech abnormalities, hearing impairments, or other conditions can all contribute to a child's difficulty learning to talk (Bendriyanti, 2022). The Mother's Love Early Childhood Education students' speaking skills are not at their best. They range in age from one to five. When it is evident that kids tend to remain silent and don't react to instructor questions during learning activities (Bendriyanti, 2019).

Their character and behavior patterns are greatly influenced by their surroundings and interactions with those in their immediate social circle. Early childhood children require the proper attention and stimulation in addition to interaction in order to develop and flourish. Many ideas suggest that the experiences children have in their early years can have an impact on how they grow later in life. Children navigate a variety of interactions, pick up new behaviors and responses, and learn how to react to their surroundings. Children will eventually incorporate everything into their image of themselves and their surroundings, altering their view of the world and improving their attitudes and sentiments about it. This is the ideal environment for youngsters to maximize their potential and abilities.

The solutions to the aforementioned issues are crucial for parents, teachers, and daycare providers to give kids the proper stimulation at a young age so they can start speaking at a

young age. Speaking well is a critical component of learning in an educational setting. Well-spoken kids will have an easier time understanding and expressing themselves, and they will be more equipped to engage in the educational process (Bendriyanti, 2020). Thus, it is crucial that young infants learn to communicate. There are numerous approaches to do this, including reading aloud to them, singing, having active conversations with them, and watching films (Bendriyanti et al., 2021). But role-playing games are also a great tool to support and enhance kids' speech abilities. Through these exercises, kids can improve their social and emotional abilities, increase their vocabulary, and communicate more.

In addition, role-playing exercises can help students meet additional learning goals like improving their creativity, self-worth, social skills, empathy, problem-solving abilities, comprehension of their surroundings, cooperation and collaboration abilities, and self-discipline (Hendriana, 2019). Through role-playing, kids may explore their imagination and creativity while honing social skills like empathy, cooperation, and dispute resolution. In addition, it's critical to take early childhood requirements and traits into account. Unique traits of early life include a protracted lack of focus and restricted capacity for abstract thought. Thus, in order to effectively accomplish learning objectives, they must be tailored to the child's traits.

## **METHOD**

This study combines field data and literature findings with classroom action research methodology. In this study, teachers, parents, and students in Baitul Hikmah 1 Early Childhood Education participated in classroom action research using the John Elliot paradigm. There are nine males and eleven girls among the twenty children. Data for this study were gathered through observation, interviews, and documentation. The researcher observed the youngsters at Baitul Hikmah Early Childhood Education 1 to see how well they could talk. The researcher used semi-structured interviews for her investigation. Every research subject was interviewed by researchers. In the meantime, photos of the kids participating in role-playing games at Baitul Hikmah 1 Early Childhood Education were taken in order to document this study.

## **RESULTS AND DISCUSSION**

### **Results**

Initial observations were taken regarding the children's speaking abilities in class during the pre-cycle stage of classroom action research, which involved role-playing exercises to build speaking skills in Baitul Hikmah 1 Early Childhood Education. To get a representative image

of children's speaking ability, observations were made on multiple youngsters at random over time. An observation list about children's speaking abilities was used to guide the observations. It included observations on the children's capacity to follow directions, communicate with peers and teachers, pronounce words clearly and fluently, and pronounce words.

The pre-cycle observations' findings revealed that, to start, most of the students in the class struggled with correctly and fluently pronouncing words. Secondly, communication barriers with teachers and peers. Third, some kids also struggle with accurately adhering to instructions.

This demonstrates the necessity of raising students' speaking proficiency in the classroom. In addition to conducting observations throughout the pre-cycle phase, literature reviews and conversations with peers were conducted about role-playing exercises as a successful means of enhancing children's speech skills in Baitul Hikmah Early Childhood Education. 1. Findings from reviews of the literature and The actions that will be implemented in the upcoming research cycle were designed based on this conversation.

### **Cycle I Study Findings**

The researcher chooses the role to be played, makes costumes and props appropriate for the role, explains the scenario and role to the child, and establishes rules and regulations during this first phase of role-playing activities that are relevant to the child's everyday life. Have fun. When conducting role-playing exercises in accordance with the planned scenario and encouraging kids to engage in conversation and participate in the activities. Then, observation is used in research alongside implementation learning.

After recording the development of speaking abilities and observing the verbal behavior of the children during the activity, the evaluation of the children's speaking abilities before and after role-playing activities was conducted. The results indicated that, although still deemed incomplete, the development of early childhood speaking abilities in Baitul Hikmah Early Childhood Education 1 has increased.

### **Results of Cycle II Research**

The purpose of cycle II planning is to determine the causes of the low speaking abilities of the children in Baitul Hikmah Early Childhood Education 1. Seek substitute role-playing exercises that better suit the child's circumstances and surroundings. In addition to other preparations like costumes and props, create scenarios for role-playing exercises.

Additionally, cycle II's implementation was done in the identical initial learning activities as cycle I, with the exception of a change in the role-playing game's topic and an increase in

time allotment. Before beginning, the researcher gives the kids encouragement to get them excited about role-playing in line with the topic and helps them remember early childhood education so they don't get rowdy and noisy when their friends play parts.

## **Discussion**

According to this study, role-playing activities can help kids become more proficient speakers. According to study by Rumilasari et al., speaking proficiency has a big impact on role-playing exercises (Bendriyanti et al., 2019). In addition, role playing has been shown in Beta's research to enhance kids' speaking abilities. Hendriana (2020) elucidates that children between the ages of one and five years old possess the following language skills: they can narrate well-known stories when they are reading books; they can mention the use of objects (such as eating utensils and drinking glasses); they can express sentences consisting of five to seven words; they can mention personal information (such as name and place of residence); they can answer the phone when someone else or another child calls; they can engage in conversation, etc. (Bendriyanti et al., 2018).

Speaking abilities can be divided into two categories: socialized speech and egocentric speech (Susilowati et al., 2022). These results also suggest ways in which early childhood educators can enhance their students' speaking skills (Bendriyanti, 2022).

These results support the use of role-playing exercises in early childhood education to teach speaking. Children will undoubtedly enjoy this activity. Therefore, teachers, educators, or facilitators might utilize these findings as a substitute to help young children improve their speaking talents. Thus, this study offers suggestions for future research using larger sample sizes, particularly among individuals from diverse institutional histories. Therefore, the outcomes of additional research may yield conclusions that differ from those of this study.

## **CONCLUSION**

Role-playing exercises can help Baitul Hikmah 1 Early Childhood Education students become more proficient speakers. When children in the group of developing very well and according to expectations had a speaking ability of 97.5%, extremely satisfactory results were obtained. Every cycle that was completed saw a rise; for example, cycle I's score was 11.5%, while cycle II's score increased by 28.0%. As a result, in early childhood education settings, role-playing exercises might serve as a substitute activity to help young children develop their speaking skills.

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