

Improving Children's Language Skills Through Story Book and Picture Based Role Playing Methods

Melisa¹, Rabitah Hanum Hasibuan²

^{1,2}Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email: melisaanggraini233@gmail.com; rabitahhanum091284@insan.ac.id

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbahasa anak melalui metode Role Playing berbasis buku bergambar khususnya pada anak usia 4-5 tahun. Masalah yang diidentifikasi yaitu kurangnya penggunaan metode pembelajaran yang interaktif. Serta penggunaan media pembelajaran yang kurang menarik, sehingga anak bosan dan tidak termotivasi semangatnya dalam belajar. Penelitian ini menggunakan jenis penelitian tindakan kelas yang meliputi model Juho Elliot yang terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Langkah-langkah dalam penelitian ini terdiri dari tiga langkah yaitu pra siklus, siklus I dan siklus II. Hasil penelitian menunjukkan bahwa metode Role Playing berbasis buku bergambar efektif digunakan dalam meningkatkan kemampuan berbahasa anak. Dari hasil tes pada siklus I terlihat adanya perubahan dan peningkatan. Pada siklus II dimana keberhasilan kemampuan berbahasa anak terlihat mencapai hasil yang maksimal. Hal ini terlihat pada siklus I hanya mencapai 72,08% dan pada siklus II terjadi peningkatan sebesar 89,79%. Pada siklus I tergolong dalam kategori baik dengan rentang 70,00-79,00%. Pada siklus II berada pada kategori sangat baik dengan rentang 80,00-100%. Sehingga indikator penilaian penelitian melampaui target. Hasil tersebut menunjukkan bahwa keterampilan berbahasa anak mengalami peningkatan melalui metode Role Playing berbasis buku bergambar yang pada siklus I hanya 72,08% dan pada siklus II meningkat menjadi 89,79%.

Keyword: Keterampilan Bahasa; Anak Usia Dini; Bermain Peran; Buku Cerita Bergambar

ABSTRACT

This research aims to improve children's language skills through the Role-Playing method based on picture books, especially in children aged 4-5 years. The problem identified is the lack of use of interactive learning methods. As well as the use of learning media that is less interesting, so that children are bored and not motivated by their enthusiasm for learning. This study uses a type of classroom action research which includes the Juho Elliot mode consisting of planning, implementation, observation, and reflection. The steps in this study consist of three steps, namely pre-cycle, cycle I and cycle II. The results of the study show that the Role-Playing method based on picture books is effectively used in improving children's language skills. From the test in the first cycle, there were changes and improvements. In cycle II where the success of children's language skills is seen to achieve maximum results. This can be seen in the first cycle only reaching 72.08% and in the second cycle there was an increase of 89.79%. In the first cycle, it is classified as a good category with a range of 70.00-79.00%. In the second cycle, it is in the very good category with a range of 80.00-100%. So that the research assessment indicators exceed the target. These results show that children's language skills have improved through the Role-Playing method based on picture books, which in the first cycle was only 72.08% and in the second cycle it increased to 89.79%.

Keyword: Language Skills; Early Childhood; Role Playing; Picture Storybooks

Corresponding Author:

Melisa,
Institut Syekh Abdul Halim Hasan Binjai,
Jl. Insinyur H. Juanda No.5, Timbang Langkat, Kec. Binjai Tim., Kota
Binjai, Sumatera Utara 20737, Indonesia
Email: melisaanggraini233@gmail.com



1. INTRODUCTION

At an early age, all aspects of development must be developed to determine further development. One of the important ones is language development which includes speaking, listening, reading, and writing. Language skills are important to encourage children to communicate with friends and people around them (Adhiti et al., 2022). Language is a means of communication, sharing experiences, and improving intellectual abilities, so it is important for humans. Language development in early childhood receives attention so that they can express ideas and feelings. Children learn language naturally to adapt and must be able to use language well to think and learn (Indihadi et al., 2022).

However, in reality, language development in Seroja Kindergarten, Lau Lante Hamlet, Langkat Regency is still very low. From the results of initial observations, 69% of children were still passive in conversation activities. Based on this, the researcher then observed the language development of children in Seroja Kindergarten, Lau Lante Hamlet, Langkat Regency, class B consisting of 24 students. It can be said that 9 of them experienced delays in their language development. One example is that there are still children who are not clear in communicating, do not understand symbols and do not recognize some of the sounds they hear. Some of the children still experience obstacles in terms of language which is indicated by incidents when teachers or peers greet them, so it is important to use good methods. The role playing method is very important for early childhood. This method helps children understand the material, increases their imagination, and increases their insight into the values of goodness. Connecting stories with children's lives makes them more attentive and easier to understand the contents of the story (Wahyundari & Handayani, 2021).

In line with Moeslichato's research in (Hasibuan et al., 2021) which emphasizes that role playing model activities can improve children's language skills through listening, pronouncing syllables, expanding vocabulary, and speaking correctly. Pre-research observations showed that children's language skills were not well developed, with some children being less attentive, quiet when asked, and lacking in confidence. Researchers chose picture story books as a medium to improve language development, because their visual effectiveness can attract children's attention and motivate them to learn. This study intends to examine the application of the role playing method with picture story books in Seroja Langkat Kindergarten with the research title "Improving Children's Language Skills Through the Role Playing Method Based on Story Books and Pictures at Seroja Kindergarten, Lau Lante Hamlet, Langkat Regency".

2. RESEARCH METHOD

The design of this research is Classroom Action Research (CAR). The research was conducted in class B1 of Seroja Kindergarten, Lau Lante Hamlet with 24 students as the research sample. The object is the application of the role playing method to improve children's language skills. The research was conducted in several cycles (Sugiyono, 2019):

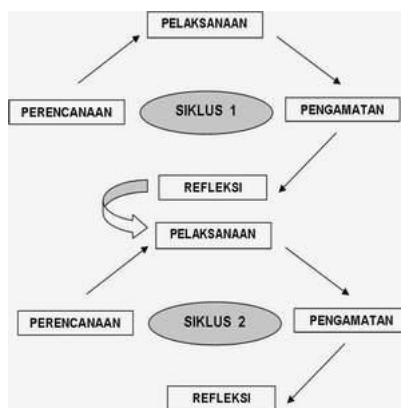


Figure 1. Research Implementation Cycle

1. Classroom Action Research Steps

The steps of this classroom action research consist of 3 stages. In the pre-cycle stage, the researcher conducts learning with a storytelling method using picture book media.

- a. In cycle I, the steps taken include action planning by compiling RPPH and LKS, implementation using picture story book media, observation to assess student activities, and reflection to evaluate operational results and actions taken.
- b. In cycle II, it is carried out after the assessment of cycle I, showing an increase in children's language skills. The steps in cycle II include planning to identify problems, implementing actions, observation to document the process, and reflection to test children's language improvements and analyze observations for improvement.

To calculate the average, the test results are reported as real data based on the lowest and highest scores. Based on the information collected during each cycle, conclusions are made. The following formula, which is suggested to be used to obtain the average value of each cycle.

$$X = \frac{\sum x}{N} \quad (1)$$

Keterangan:

X = Average (mean)

$\sum X$ = Total Skor (nilai siswa)

N = Number of Student

Next, 70 is the value determined from students who pass or meet the designated KKM. The following formula is used to determine the proportion of students who pass.

$$P = \frac{F}{N} \times 100\% \quad (2)$$

Information :

P = Percentage number

F = Frequency whose percentage is being sought (in this case, the number of students who achieve a score \geq KKM)

N = Number of frequencies or number of individuals in the research subject (in this case, the number of students in class B1 of Seroja Kindergarten, Lau Lante Hamlet, Langkat Regency)

The data compares the average score of Pre-action and Post-action, and the students' scores that match the KKM. Reading activities with picture books improve the language skills of class B1 students of Seroja Kindergarten, Lau Lante Hamlet if the average score of Post-action is greater than Pre-action and the percentage of students with KKM increases at the end of the cycle.

Table 1. Success Rate

Sukses Rate	Predikat
80%-100%	Very Good
70%-79%	Good
60%-69%	Cukup (C)
50%-59%	Sufficient
0%-49%	Failed

3. RESULTS AND DISCUSSION

Data Analysis of Students' Speaking Ability After conducting a speaking ability test with the application of the role playing method in cycle II, the highest score was 100 and the lowest score was 55. For more details, the following presents the data on the results of speaking ability with the application of the Role Playing method in cycle II as follows.

Table 2. Results of Action (Pre-Cycle, Cycle 1 and Cycle II)

No	Student	Cycle		
		Pre Cycle	Cycle I	Cycle II
1	Cantika Bunga Anggraini	60	70	90
2	Muhammad Zikri Zabat	55	65	90
3	Aisyah	60	70	85
4	Ratu Vanisah	60	70	85
5	Bayu Hafizan Khairi Sihombing	60	80	85
6	Teza Sapriyana	55	65	80
7	Risky Ramadhan	70	90	100
8	Ulya Ashila	65	75	90
9	Mita Rezeki	60	70	95
10	Aprilia Mauzalita	70	90	100
11	Aditya Syahputra	60	80	90
12	Dila Isnaini	55	60	95
13	Jaki Ramadhan	50	65	80
14	Gigi Sulaiman	50	65	85
15	M. Ikhsan	65	70	90
16	Raya Sinulingga	60	70	90
17	Diky Syahputra S.	60	70	95
18	Siska Tria	50	70	90
19	Aurel Aini	55	80	95
20	Nina Sofiyah	65	85	100
21	M. Raufal	55	60	95

No	Student	Cycle		
		Pre Cycle	Cycle I	Cycle II
22	Naufal	50	65	80
23	Dwi Lestari	50	65	85
24	Reyhan Ramadhan	60	80	85
Sum		1400	1730	2155
Value ≥ 70		2	16	24
Average Value		58,3%	72,08%	89,79%
Presentase Value ≥ 70		8,3%	66,67%	100%

The quality of learning achievement has increased, based on the list of values with the role playing method until cycle II in Class B1 of Seroja Kindergarten, Lau Lante Hamlet. Many students achieved scores higher than the KKM. This shows that learning takes place as efficiently as possible with the methods used

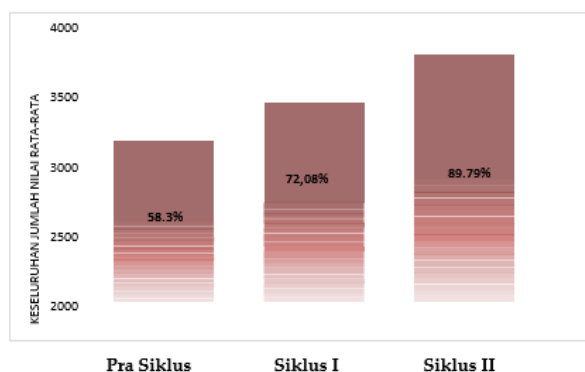


Figure 2. Graph Cycles

Based on the graph, the average score of students' language skills increased from 58.3% between cycles I and II. This shows that students are more proficient in language after implementing the role playing method based on picture story books.

From the results of the research analysis, it shows that the role playing method based on picture story books can improve the language skills of Class B1 students at Seroja Kindergarten. In cycle I, the application of this method was not successful because there were still many activities that needed to be improved. Researchers were not yet able to control the class, students were not used to it, and communication between teachers and students was lacking. Improvement efforts were made in cycle II. The actions in question are: (1) Researchers must carry out learning activities in accordance with the learning implementation plan that has been made. (2) Researchers must be more active in controlling students and managing the class. (3) Researchers must be more detailed in applying techniques and method procedures so that students can truly master the methods and media to be taught. Thus, this research will continue to cycle II to improve the quality of the learning process. In cycle II, the implementation of the method went well because the shortcomings in cycle I had been corrected.

The learning process was declared successful, with all student and teacher activities achieving maximum results. Students showed enthusiasm, actively asked questions, and collaborated in groups. Teachers were able to control students and manage the class well. Quantitatively, language mastery increased from 72.08% in cycle I to 89.79% in cycle II. The role playing method learning was successful, so no action was needed in the next cycle. This research answers the problem of students' weak language skills.

The results of the study are directly proportional to (Veryawan et al., 2021) and (Veryawan et al., 2022) which state that role playing using pictorial media is a type of active play, interpreted as giving certain attributes to objects, situations, and children playing the characters they choose. What children do involves the use of language that can be observed in real behavior.

4. CONCLUSION

The teaching and learning process using the role playing method based on picture story books in Class B1 of Seroja Kindergarten, Lau Lante Hamlet, Langkat Regency went well. In cycle I, students were less serious and passive. However, in cycle II, students were more enthusiastic, actively asked questions, and gave comments. Language mastery increased from 72.08% to 89.79%.

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