

IMPROVING OF SPEAKING ABILITY EARLY CHILDHOOD AGE 5-6 YEARS THROUGH PLAYING ROLE IN TK ANAK BANGSA CIOMAS BOGOR

Triyaningsih

Program Studi Pendidikan Anak Usia Dini
STKIP Kumala, Metro, Indonesia
triyaningsih@yahoo.co.id

Abstract: Abstract: This study is attempted to investigate about how improve the speaking ability through Role Play in Anak Bangsa Kindergarten Ciomas Bogor. Hypothesis tested are : there is different between the beginning assessment and the end assessment. This study is conducted in TK Anak Bangsa, Ciomas Bogor on March until May in the second semester 2009/2010. This study uses the Kemmis and Mc. Taggart model of action research which consist of the four stage, those are : a) planning, 2) action, 3) observation, 4) reflection . The process of collecting the data is using the technique of interview, observation, and portofolio. The quantitative data of student outcome learning is score of speaking performance with rating scale. The student more done their speaking performance ability with high result. The research result also concluded that 1) The Role Play can improve speaking ability for kindergarten student, 2) managing and organization the conducive class can improve the speaking ability for kindergarten student, 3) portofolio assessment system improve the speaking ability for kindergarten student, and the other result of this research is Role Play can improve the learning activity and the student outcome learning.

Keywords: Role Play, Kindergarten, Speaking Ability

INTRODUCTION

The development of children's language can not be separated from language skills, namely listening, speaking, reading and writing. Language skills are a very important role in the effort to give birth to the next generation of intelligent, critical, creative, and cultural is speaking skills. By mastering the skills of speaking, learners will be able to express his thoughts and feelings intelligently context and circumstances in which he was speaking. Speaking skills will also be able to form creative future generations, so that they can give birth to speech or speech that is communicative, clear, coherent and easy to understand. Moreover, speaking skills will also be able to give birth to future generations critical because they have the

ability to express their ideas, thoughts, or feelings to others in a coherent and systematic. In fact, speaking skills will also be able to produce future generations of culture because it was used and trained to communicate with the other party in accordance with the context and situation said at the time he was talking. Conversational skills will be growing when these skills have appreciated in the form of games, and of course, it is in line with the constructivist theory derived from Piaget and Vygotsky who said that the child would construct knowledge through interaction with the surrounding environment (Mustopa, 2009).

But the fact speaking skills, especially early childhood kindergarten children received less attention from both educators

and parents. The results of the empirical field observations show that the speaking skills Nations Children kindergarten students are at a fairly low level because the students spoke still mixed with local languages in the school environment, it is to be appointed by the researchers to be used as research. The ability to speak to students kindergarten Nations Children who are still underdeveloped optimally due to two factors, according to researchers, namely of internal factors and external factors. External factors include the effect of the use of regional languages in the family and society. In the process of everyday communication, many families use the mother tongue (language area) as a spoken language in the family environment. Similarly, the use of language rules in a proper environment of a place to stay. As a result, students are not accustomed to speaking of Indonesia in accordance with the context and situation said.

From internal factors, curriculum, teaching and learning approaches, methods, media, or learning resources used by teachers to have a significant influence on the level of speaking skills for kindergarten. In general, teachers tend to use conventional curriculum and lack of innovation in using a variety of methods, techniques, and media learning resources in class, so the ability or the potential that exists in the child the less developed to the maximum, especially in terms of speaking. Teachers provide learning conversational skills are not guided by the student center, so students learn not aroused his ability and certainly it inhibits the potential for children to develop holistically. Permasalahnya if such a thing is allowed to drag, it is not impossible speaking skills among kindergarten students will continue to be at a low level. The students will continue to experience difficulties in expressing thoughts and feelings as well, through talking.

In such a context, the necessary learning speaking skills of innovative and creative, so that the learning process can take an active, effective, and fun. Students are invited to learn to be active, creative and fun by integrating all the capabilities of a child's cognitive, motor, social, emotional, religious, art and language in play and learning activities. In this way, students will not be stuck in a learning atmosphere that is rigid, monotonous, and boring. The purpose of this study was to determine and describe the increase in children's ability to talk through role play and the benefits of this research are expected to increase the professionalism of early childhood educators in planning, implementing and evaluating the learning programmatically and in accordance with the holistic development of children. Particularly in enhancing the ability to speak expected to increase the professionalism of early childhood educators in planning, implementing and evaluating the learning programmatically and in accordance with the holistic development of children. Particularly in enhancing the ability to speak Indonesian through role play.

METHOD

This research is action research conducted in kindergarten Nations Children's Village Sari Rahayu Inten Ciomas Bogor, West Java and time allocation adjusted to the field kindergarten learning schedule B (children aged 5-6) in the 2nd semester of 2009/2010 academic year in March-May , The subjects were students kindergarten and as many as 19 people. Kemmis model of action research methods and Mc. Taggart with 2 cycles, with each cycle, has measures such as: (1) planning (planning), (2) the action (acting), (3) observation (observing), (4) Reflection (reflecting) the results of observation. Based on this reflection has also been an improvement

action (replanning) was then determined. Kusumah and Dwitagama (2009) states that use the research design and Taggart Kemmis procedures done through the stages of the cycle are depicted in Figure 1. Design Action Intervention.

Procedures classroom action research design

The procedure used was action research action research method that combines quantitative and qualitative methods. While planning this action research will be carried out over two cycles, with each cycle having the following steps:

1. Assessment of the child's early speech

Before drawing up an action plan to first-class researchers to observe and conduct an assessment of the situation of the ability to speak and teach kindergarten teacher before subjected to new action. Through this initial study is the analysis of documents such as lesson plans, interviews with teachers and students as well as kindergarten and how the learning process in the classroom. From the analysis of the learning plan (SKH, SKM) class data showed that: a) The methods and approaches that do not vary much, b) teachers have never done a previous assessment, c) learning to use strategies play a role had never been done before, d) learning done by teachers is conventional and is teacher center.

2. Planning actions

In planning consists of activities set targets for learning competencies that enhance the child's ability to speak, design learning in a first and second cycle, designing observation sheet speaking skills and make learning schedule first and second cycles.

3. Implementation Phase Actions

Implementation of action is the teaching and learning activities that can be

implemented in a number of meetings in a single cycle. The steps of the implementation of the following measures:

- a. Before the implementation of the action held preliminary assessment that aims to determine the ability of the start, which results will be compared with the results of the first cycle and the second cycle test using a rating scale with fewer votes, just and good.
- b. Implementation of the first cycle of the actions carried out as many as ten meetings
- c. Follow-up of the first cycle of learning, which identifies the advantages and disadvantages of learning processes and outcomes. Identification results are used to plan the second cycle.
- d. Implementation of the second cycle was implemented to achieve the target competence has not been achieved in the first cycle.

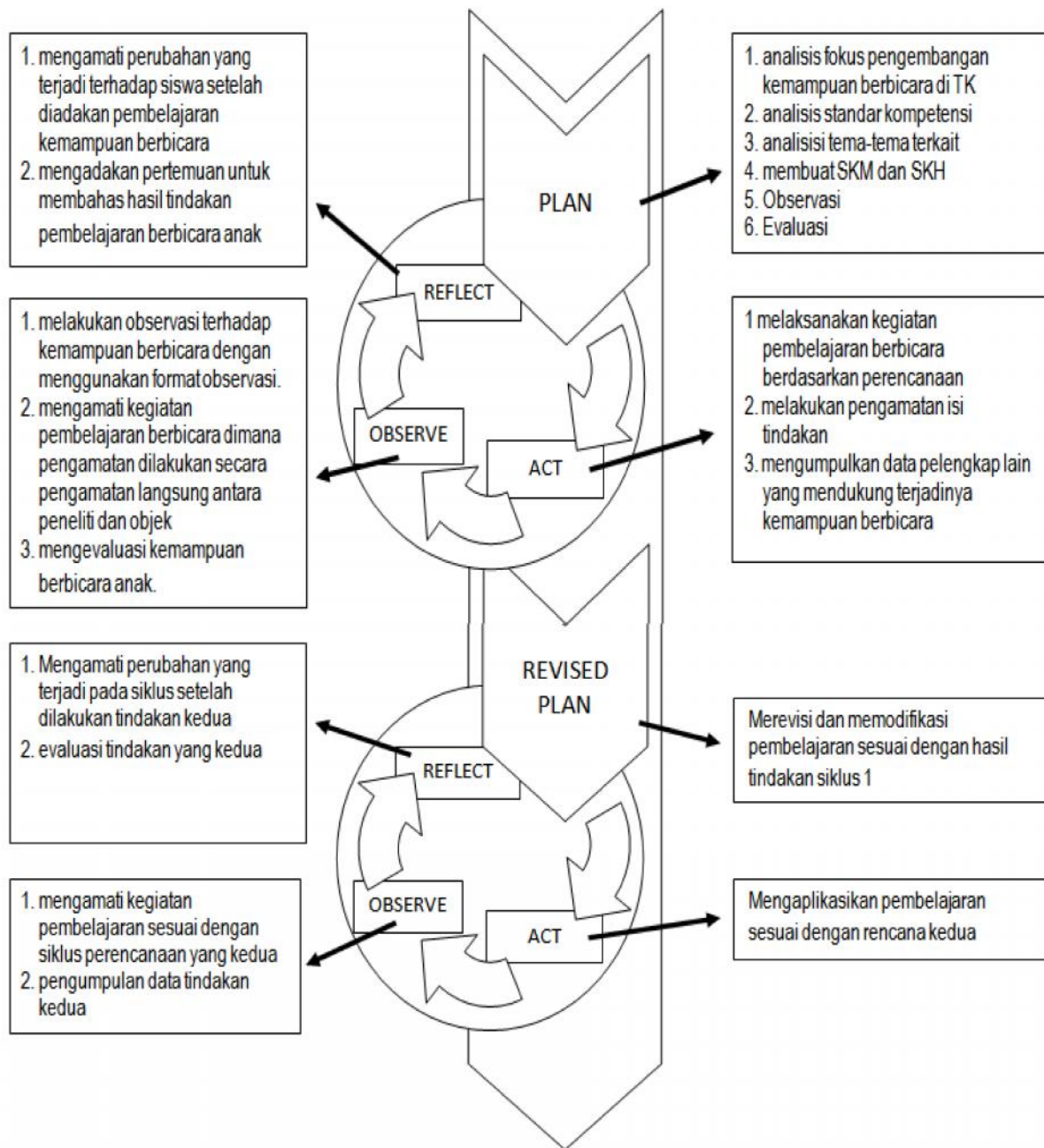
4. Phase observations (observation)

- a. Observation results of the actions carried out after the implementation of the action by utilizing the teacher's notes continue to implement new teaching techniques as researchers develop
- b. During the observation of researchers will be assisted by a practitioner who records what is seen, heard and observed using a rating scale observation guidelines.
- c. Researchers used the shape of the camera tool to add to the validity of research data. The rating scale observation guidelines.

5. Reflection

The last stage of the cycle is a reflection. This stage includes the following matters:

Asesmen awal : Menggunakan instrument kemampuan berbicara sebanyak 20 butir. Pengukuran menggunakan rating scale. Hasil uji validitas instrument menggunakan rumus product moment diujikan 20, drop 4 dan valid 16. sedang uji reliabilitas menggunakan rumus alpha Cronbach hasil instrument memiliki reliabilitas sangat tinggi yaitu 0.800-1000, ini berarti instrument layak untuk digunakan



Asesmen ahir: kemampuan berbicara anak TK dengan uji t terdapat peningkatan dari asesmen awal ke akhir. Dengan taraf signifikan uji dua pihak (α) = 0,05 sebesar 1,73. Berarti $t_{hitung} (38,964) > t_{tabel} (18,0,05) (1,73)$ sehingga dapat dikatakan terdapat peningkatan yang signifikan assessment awal ke asesmen akhir

- a. Reflection is done every day by field notes, so that can know the changes that occur in children before and after the act of learning activities in the form of speech.
- b. Collect data and assess learning outcomes on children's ability to develop a child's ability to speak on each theme being taught.
- c. Researchers analyzed, meaning, explain and conclude on the results of the planning process or the constraints of the action taken.
- d. Researchers conducted a meeting with the teacher as a practitioner to discussed ways of evaluation results. Further improvement measures continued implementation of appropriate measures of evaluation results.

6. Assessment Final

The final assessment is the actual state that has children that cover the child's understanding of the ability to speak at the final stage of the study.

Final assessment planning and implementation of the action learning is done in a way, lesson planning, and the results speak child's ability to use the same rating scale material as at the time of initial assessment. This is to determine the level changes. Learning planning documents are reflected in the notes field. Values obtained from the student's ability final assessment results will be compared the difference to the value of the initial assessment using the t-test. The purpose of the t-test is to determine whether the action programs gained a significant level of level of the most recent changes or improvement before and after treatment.

RESULTS AND DISCUSSION

This action research was conducted to evaluate the improvement of speaking skills through assessment sheet performed speech that had been prepared. The

resulting value is performed children have been analyzed at the end of cycle 1 can be seen in the data below:

Tabel 1. Results of votes speaking skills initial assessment conditions

Respondents	Total	Average
1	27	1.69
2	26	1.63
3	21	1.31
4	25	1.56
5	28	1.75
6	25	1.56
7	23	1.44
8	21	1.31
9	27	1.69
10	25	1.56
11	25	1.56
12	26	1.63
13	26	1.63
14	25	1.56
15	26	1.63
16	24	1.5
17	26	1.63
18	27	1.69
19	23	1.44
Total	476	29.8
Average	25.1	1.57

Tabel 2. Results of the assessment of speech end of the cycle 1

Respondents	Total	Average
1	34	2.13
2	33	2.06
3	27	1.69
4	35	2.19
5	34	2.13
6	34	2.13
7	32	2
8	35	2.19
9	34	2.13
10	35	2.19
11	32	2
12	29	1.81
13	29	1.81
14	36	2.25
15	34	2.13
16	30	1.88
17	30	1.88
18	32	2
19	35	2.19
Total	620	38.8
Average	33	2.04

Tabel 3. Data increase in initial assessment and the first cycle

No.	Early	Cycle I	Increase	%
1	1.69	2.13	0.44	26%
2	1.63	2.06	0.44	27%
3	1.31	1.69	0.38	29%
4	1.56	2.19	0.63	40%
5	1.75	2.13	0.38	21%
6	1.56	2.13	0.56	36%
7	1.44	2.00	0.56	39%
8	1.31	2.19	0.88	67%
9	1.69	2.13	0.44	26%
10	1.56	2.19	0.63	40%
11	1.56	2.00	0.44	28%
12	1.63	1.81	0.19	12%
13	1.63	1.81	0.19	12%
14	1.56	2.25	0.69	44%
15	1.63	2.13	0.50	31%
16	1.50	1.88	0.38	25%
17	1.63	1.88	0.25	15%
18	1.69	2.00	0.31	19%
19	1.44	2.19	0.75	52%
Total	29.75	38.75	9.00	30%

Based on the above data shows that the average value of the child has the ability to talk on the results of the initial assessment to implementation of the first cycle which experienced a significant increase in the mean value of the initial conditions of 1,565 rose to 2,039. The result of an increase in the initial assessment of data into the first cycle in percent in total increased 30%, with a total initial assessment 29.75 38.75 rises in the first cycle and the amount of the increase in 9:00. Thus a significant increase but has not reached the maximum target which is close to a perfect score value of 2.76 near level 3.

After the implementation of the first cycle is done with significant results but is not maximized or rudimentary. To that should be continued in the second cycle by the repeated target of the first cycle that needs improvement to cycle II. Here are the results of the second cycle enhancements increase the power of

speech through role play in kindergarten child of the nation.

Tabel 4. Results of the assessment of speech end of the cycle II

Respondents	Total	Average
1	45	2.81
2	45	2.81
3	43	2.69
4	45	2.81
5	45	2.81
6	44	2.75
7	43	2.69
8	43	2.69
9	45	2.81
10	42	2.63
11	45	2.81
12	43	2.69
13	42	2.63
14	47	2.94
15	42	2.63
16	44	2.75
17	44	2.75
18	47	2.94
19	46	2.88
Total	840	52.5
Average	44.2	2.76

Tabel 5. Data increase in the first cycle and the second cycle

No.	Cycle I	Cycle II	Increase	%
1	2.13	2.81	0.69	32%
2	2.06	2.81	0.75	36%
3	1.69	2.69	1.00	59%
4	2.19	2.81	0.63	29%
5	2.13	2.81	0.69	32%
6	2.13	2.75	0.63	29%
7	2.00	2.69	0.69	34%
8	2.19	2.69	0.50	23%
9	2.13	2.81	0.69	32%
10	2.19	2.63	0.44	20%
11	2.00	2.81	0.81	41%
12	1.81	2.69	0.88	48%
13	1.81	2.63	0.81	45%
14	2.25	2.94	0.69	31%
15	2.13	2.63	0.50	24%
16	1.88	2.75	0.88	47%
17	1.88	2.75	0.88	47%
18	2.00	2.94	0.94	47%
19	2.19	2.88	0.69	31%
Total	38.75	52.50	13.75	35%

Tabel 6. Data increase in initial and second cycle

No.	Early	Cycle II	Increase	%
1	1.69	2.81	1.13	67%
2	1.63	2.81	1.19	73%
3	1.31	2.69	1.38	105%
4	1.56	2.81	1.25	80%
5	1.75	2.81	1.06	61%
6	1.56	2.75	1.19	76%
7	1.44	2.69	1.25	87%
8	1.31	2.69	1.38	105%
9	1.69	2.81	1.13	67%
10	1.56	2.63	1.06	68%
11	1.56	2.81	1.25	80%
12	1.63	2.69	1.06	65%
13	1.63	2.63	1.00	62%
14	1.56	2.94	1.38	88%
15	1.63	2.63	1.00	62%
16	1.50	2.75	1.25	83%
17	1.63	2.75	1.13	69%
18	1.69	2.94	1.25	74%
19	1.44	2.88	1.44	100%
Total	29.75	52.50	22.75	76%

Based on the above data shows that the average value of the child has the ability to talk on the results of the initial assessment to the implementation of the first cycle which experienced a significant increase in the mean value of the first cycle that 1.56 increased to 2.76. The results of the initial assessment with a total increase of 29.75 and 52.50 the second cycle. An increase in the percent of all first cycle to the second cycle of 35%, while from the initial assessment to cycle II has 76%. With the results of the implementation of the second cycle of increasing and have reached the maximum target which is 2.76 approaching a perfect score of three. For the following cycle was discontinued because it has reached the target.

Thus in this second cycle not be revised because it is based on observation, achievement of goals and targets of this action research has reached the target that is generally children already showed

significant improvements in the ability to speak through role play.

The results of t-test calculation above obtained a value of -38.964, a negative sign occurs because the value of a lower initial assessment reduced by the end of the assessment data is higher. Means the negative sign is ignored, so the t value of 38.964. While the value of t for $df = n-1 = 19-1 = 18$ with a significance level ($\alpha = 0,05$) 1,73. Means $(38.964) > (1.73)$ so that it can be said there is a significant increase in initial assessment to final assessment.

CONCLUSION

Based on the findings and discussion, the study concluded some of the following:

1. Implementation of learning to play a role to improve the ability to speak the child, who is related to two dimensions of language skills in the form of pressure placement capability tone, word choice, speech accuracy, and precision targeting conversation. Dimensional nonlanguage in the form of gestural / expression, a willingness to appreciate other people's conversations, filtering noise and eloquence.
2. Classroom management is conducive able to increase the meaningfulness of learning to play the role models who are directly able to increase the ability to speak to the children in kindergartens with more optimal.
3. The evaluation system by using the portfolio is able to improve children's learning and programmed especially in performed speech. The process of recording data and observations, or observations made against students continuously to an individual or a group of children's learning, so that it can be seen a clear picture of the progress of students in the learning process,

through the ability to speak in activities play a role, ask questions, argue and communicate with friends, and teacher.

4. Implementation of learning to speak on kindergarten children through role-play activities can improve student learning activities optimally. It is as a result of role-playing activities provide opportunities for children to actively construct their own knowledge through interaction with their surroundings and communicate orally in learning activities.
5. Implementation of learning to speak on kindergarten children through role-play activities can improve learning outcomes of children optimally. Improved learning outcomes occur because students are given the opportunity to construct their own knowledge so that learning becomes more meaningful.

Based on the results of the research findings, the implications of this research is divided into two, namely the theoretical implications and practical implications.

1. Theoretical Implications

- a. Implementation of learning to play a role directly affects the child's increased ability to speak, influencing the arrangement and management of learning settings, affects the assessment system and affect children's learning activities.
- b. Implementation of learning to play the role of affect learning outcomes, especially in children's speech
- c. Setting a conducive class can directly increase the role-playing activities so that the child's learning becomes more meaningful and indirect results of their study.
- d. The scoring system directly affects the child's ability to speak performing

increase and indirectly affect children's learning outcomes.

2. Practical implications

- a. Implementation of learning to play the role can be implemented as an alternative to developing the ability to speak for early childhood.
- b. Implementation of learning to play the role requires the support of teachers how important improving speaking skills of children in the learning process
- c. Implementation of learning to play the role requires the support facilities and adequate infrastructure especially learning resources, media and strategies varied.
- d. Implementation of learning to play the role requires adequate academic support so that teachers do not feel bound by the rules of the school

Suggestion

Based on the conclusions and implications of the study above, it can put forward the following suggestions:

1. In connection with the application of learning through role play, suggested teachers may notice the following matters:
 - a. Choosing a learning-oriented approach to children's interest in learning centers and one of them is learning to play the role
 - b. Fully involved in observing, analyzing and understanding the learning styles and abilities of each student so that they can determine the appropriate and optimal learning.
 - c. Motivate students to learn and creative setting joyful learning by observing the principles of early childhood learning so that knowledge and experience more meaningful and optimal child

2. Setting the management class that originally static as is the case in kindergarten need to be changed into a dynamic and conducive and varied.
3. The scoring system is as authentic assessment portfolio (authentic assessment) with a variety of measurements (multiple measures) in varying contexts need to be applied.

REFERENCES

- Ahmad, HP, 2009, Kegiatan Pembelajaran Bahasa Anak, UNJ, Jakarta
- Amstrong Thomas, 2002 ,Setiap Anak Cerdas, Gramedia Pustaka Umum, Jakarta
- Asmawati , 2008, Luluk, Dasar-Dasar Pendidikan Usia Dini, STIT Insida, Jakarta,
- Chugani D Shoba, 2009, Anak yang Bermain Anak yang Cerdas, Gramedia, Chatif Munif, Sekolahnya Manusia, Kaifa,Bandung
- Damayanti, Ayu Datika, 2009, Toys for kids, Kurvaksara, Yogyakarta
- Departemen Pendidikan Nasional, 2006 Kurikulum Tingkat Satuan Pendidikan, , DEPDIKNAS, Jakarta
- Departemen Pendidikan Nasionaal Pedoman Penerapan Pendekatan (BCCT) Dalam PAUD, 2006, Dirjen Dikdasmen, Jakarta
- Direktorat PAUD, 2004,Bermain dan Anak, Direktorat Nasional, Jakarta,
- Direktorat PAUD, 2004, Jilid 1 Bermain dan Anak, DIRPAUD, Jakarta
- Dwitagama D, Kusumah Wijaya, 2009, Mengenal Penelitian Tindakan Kelas, Indeks, Jakarta
- Djaali, Muljono Pudji, 2008, Pengukuran dalam Bidang Pendidikan, Grasindo, Jakarta
- Eliyanti Cucu, Zaman Badru, Hernawan heri Asep, 2005, Pemilihan Dan Pengembangan Sumber Belajar Untuk Anak Usia Dini, Departemen Pendidikan Nasional, Jakarta
- International Resources Childrens, , 2000 Menciptakan Kelas Yang Berpusat Pada Anak, Childrens Recources International, Inc. 503 Connectitut Ave., Suite One Wasington, DC
- Jamaris Martini, 2004, Perkembangan dan Pengembangan Anak Usia Dini Taman Kanak-Kanak, UNJ, Jakarta
- Kusumah Wijaya, Dwitagama Dedi, 2008 Penelitian Tindakan Kelas, Indeks, Jakarta
- Lyen Kenneth, Khoo Adam, Lwin May, Sim Caroline, 2008, How To Multiply Your Childs Intelligence, Yogyakarta
- Maerzyda Andi A.D.Th, 2003, Multipel Intelligences, Majalah Ayah Bunda, PT Aspirasi Pemuda,Jakarta
- Muslih Mansur, 2009, Melaksanakan PTK, , Bumi Aksara Jakarta
- Mulyani , Syaodih Nana, 2006 Perkembangan peserta didik, , (http://id.wikipedia.org/wiki/Perkembangan_peserta_didik)
- Mustakim, Muh. , 2005, Nur, Peranan Cerita Dalam Pembentukan Perkembangan Anak TK, DEPDIKNAS Jakarta,.
- Mustopa, M. Zainal Abidin, 2009. Perkembangan Bahasa Anak , ([http://M.Zainal Abidin Mustopa .wordpress.com/2009/01/14/perkembangan_bahasa_anak](http://M.Zainal_Abidin_Mustopa.wordpress.com/2009/01/14/perkembangan_bahasa_anak))
- Nurani Yuliani, 2007, Konsep Dasar Pendidikan Anak Usia Dini, UNJ Jakarta,
- Nurgiantoro Burhan, , 1995, Penilaian Dalam Pengajaran Bahasa Dan Sastra, Yogyakarta, BPFY Yogyakarta
- Papalia E Dian, Old W Sally, Feldman D Ruth, 2008, Human Development

(Edisi kesembilan, Kencana Prenada Media Group, Jakarta

Prasetyono Sunar D , 2007, Membedah Psikologi Bermain Anak, t Think Jayakarta

Pageyasa Wayan, 2004, Peningkatan Kemampuan Berbicara Siswa, ([http://WayanPageyasa.t.wordpress.com/2004/03/21/peningkatan kemampuan berbicara siswa](http://WayanPageyasa.t.wordpress.com/2004/03/21/peningkatan-kemampuan-berbicara-siswa))

Saliwangi Bassenang, 1989 Pengantar Strategi Belajar Mengajar Bahasa Indonesia, IKIP Malang, Malang,

Santrock John W, 2002 Life Span Development (Edisi kelima), Erlangga, Texas

Sudomo Anggraini, 1995, Alat Permainan Dan Sumber Belajar TK, Departemen Pendidikan dan Kebudayaan, Jakarta

Suparno, Paul, 2001, Teori Perkembangan Kognitif Jean Piaget, Kanisius, Jakarta

Suryadi, 2007, Memahami Perilaku Anak Usia Dini, EDSA Mahkota, Jakarta

Tadkiroatun Musfiroh, 2008 Cerdas Melalui Bermain, Grasindo, Jakarta

Tedjasaputra, S Mayke, 2001, Bermain, Mainan, dan Permainan, Grasindo Jakarta

Uno.B,Hamzah, 2007, Model Pembelajaran, Bumi Aksara, Jakarta

William Crain, 2007, Teori Perkembangan (Edisi Ketiga), Pustaka Pelajar, New Jersey

Wijaya Kusumah dan Dedi Dwitagama, 2009, Mengenal Penelitian Tindakan Kelas , PT Indeks, Jakarta