



**IMPROVING CHILDREN'S LANGUAGE ABILITY 5-6 YEARS THROUGH  
ROLE PLAYING ACTIVITIES WITH FINGERS PUPPETS IN  
KINDERGARTEN PERTIWI DWP SETDA OF BUTON DISTRICT**

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***Abstract***

The purpose of this study is to know the increase in language ability through role playing method with use of fingers puppets of grade B Kindergarten students. The objects in this study consisted of 15 students of grade B at Kindergarten Pertiwi DWP Setda Buton Regency. This study used Action Classroom Research method according to Kemmis and Mc. Taggart consisting of four steps: 1. planning, 2. action, 3. observation, and 4. reflection. The data was collected by field notes, documentation, and observation. The data were analyzed by a descriptive qualitative and quantitative method. The result of this study shows that language skill through role playing method using the fingers puppets could increase the language ability of grade B Kindergarten students. The results of this study also show that based on the percentage of students capability before the intervention until the end of the intervention. The preliminary data on students' language ability include language comprehension and language expression showed around 45.83%, and after using natural materials in learning, students' numeracy skills increased in each cycle (in the first cycle was 76.33% and in the second cycle 90.83%). The increase of students language ability at grade B Kindergarten students through role playing by using the fingers puppets

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**INTRODUCTION**

Education is an effort to provide role models, guidance, motivation, and teaching to shape personality changes in individuals from not having character to being a person who has character, not knowing to knowing, and developing all aspects of its development both in cognitive, physical motor, and social aspects, emotional, religious moral, and language. Kihadjar Dewantoro (Sujiono, 2009) said that teachers and parents in providing education to their sons and daughters certainly have to have 3 concepts namely; Ingarso sung tulodo, meaning that both teacher and parent are role models or role models for their children. Ingmadyo mangun Karso, also as a guide in providing instruction and Tut Wury Handayani, teachers and parents always provide motivation

and encouragement to enthusiasm in developing children's potential. Education can be obtained from several elements, namely education through the family, community and school environment. These three components have a very important role in influencing children's change and development.

Parents and teachers should provide appropriate education, namely at an early age or namely with (golden age). According to the NAEYC (Morrison, 1988) early childhood is a child from birth to age 8 years. At this age children have 80% potential to absorb information from their environment. This age is mentioned in many terms (Montessori, 1959) explains that the age of the child is a time when the child has an easily absorbed mind or absorbent mind.

Early childhood is an age where children easily absorb information mainly through language in their environment. Montessori (Suyadi, 2014) said that early children have sensitivity to language or are called sensitive of language. This means that children will be easy to master both mother tongue and second language and through good guidance, direction and support will be a fundamental factor for children's language development, with language the child can develop his potential.

Language is a communication tool for everyone, including children. The first language that children recognize is mother tongue. According to Vygotsky stated that language is critical for cognitive development. Language provides a means for expressing ideas and asking questions and it provides the categories and concepts for thinking. Therefore language acquisition is a process that takes place in the brain of a child when he gets his first language or mother tongue. To be able to speak well and fluently, children need intensive and gradual training. Children's language development occurs from the time the child is born until the child goes into adolescence.

According to Otto (Otto, 2015) with a native view emphasizing the innate human abilities (basic nature) responsible for language development, linguist Noam Chomsky is considered the main theoretician who is always associated with native. Some of Chomsky's contributions to our understanding of language acquisition and structure are very meaningful. Chomsky (Otto, 2015) argued that all humans basically have the capacity to acquire language, because there is a cognitive structure that processes language differently from the stimuli of others.

Children's language, Bruner (Otto, 2015). This view Behaviors view emphasizes the role of "nurturing" and sees learning to occur based on stimuli, responses, and assistance that occur in the environment. a child is considered a "tabula rasa" and learning occurs because of the relationship that is built from the stimulation, response, and events that occur after the response behavior. Language is studied as a result of these relationships. The

*interaction* view focuses on the primary role of socio-cultural interaction in the development of states that children acquire language through their efforts when interacting with the world around them. Recent research from Vygotsky emphasizes the role of social interaction in language development. The basic premise of Vygotsky (Otto, 2015) is that language development is influenced by the society in which a person lives.

Some of the above theories, it can be concluded that language development in infants and children is an innate ability possessed by children in their brains called (*language acquisition device*, LAD) making it easier for children to regulate the structure of their own language. On the other hand language development is the result of the interaction of children with those around them, these two elements become very important to be considered and developed according to the stages of their development. The rapid development of science and technology requires future generations to compete at the national and global levels with the requirement to have English language skills. The current era of science and technology educators and parents must have a good ability to equip their sons and daughters with knowledge to have competitiveness.

The development of the era in the era of globalization and science and technology at this time that is not balanced with an increase in the quality of adequate educational resources and equipped with quality education can have a negative impact on the development of children. Good quality education really requires competent educators who are capable of educating the development of facilities and in accordance with the level of child development, Developmental Appropriate Practice (DAP)

The results of preliminary observations of children aged 5-6 years at the Pertiwi DWP Setda Buton Regency still have children who have not been able to understand several commands simultaneously, have not been able to repeat more complex sentences, also do not understand the rules in a game. On the other hand children are still found unable to answer more complex questions, mention

groups of pictures that have the same sound, communicate verbally, have a vocabulary, and recognize symbols for preparation for reading, writing and counting. Arrange simple sentences in complete structure (main sentence-predicate information and do not have more words to express ideas to others. Continue some of the stories / fables that have been played.

Based on the phenomena in the field, the researcher is motivated to apply a method to be able to improve children's language skills which include the ability to understand language and the ability to express. The research conducted was the application of the role playing method with finger puppets to improve children's language skills in group B at Pertiwi DWP Setda Buton Regency. The aim of this research is to improve children's language skills through the role playing method in Group B in TK Pertiwi DWP Setda Buton Regency.

## Method

### Kind of research

The research conducted was Classroom Action Research. Suharsimi Arikunto (2010: 132) explains that classroom action research (CAR) is research conducted with a close examination of learning activities in the form of actions that are deliberately raised and occur in a class together. This research was conducted collaboratively and participative, meaning that researchers did not do it themselves, but collaborated or collaborated with group B teachers in Kindergarten Pertiwi DWP Setda Buton Regency. Collaboration is carried out in action planning, action implementation, observation, reflection, evaluation, and analysis of the results of this study aimed at improving language skills through the role playing method with finger puppets.

Data collection techniques used are as follow 1. Observation This research uses observation technique. Observations were made to measure children's creativity related to fluency in producing images or how many images produced by children and the

authenticity of the results of individual children's images compared with other children's images. Observations were made when drawing activities took place in children aged 5-6 years at the Pertiwi DWP Setda Buton Regency by observing and recording while drawing activities / activities without interfering with ongoing teaching and learning activities. Observations were made by the teacher and the assistant teacher as a collaborator. 2. Interview . This interview technique is used to measure language comprehension and expression to find out children's language skills which include several commands simultaneously, repetition of more complex sentences, understanding the rules in a game.

### Finding and Discussion

Observation data were analyzed qualitatively and quantitatively. After the action is taken, the findings of the research results in the field are compared with before the action is taken until the second cycle of action is shown in the following table:

Subject		Pre action		Cycle 1		Cycle 2	
N	Resp	Score	(%)	Score	(%)	Score	(%)
0	.						
1	AZ	36	45	61	76.25	75	93.75
2	NV	43	53.75	70	87.5	78	97.5
3	NR	28	35	49	61.25	60	75
4	MR	28	35	54	67.5	67	83.75
5	ZN	44	55	68	85	78	97.5
6	WM	33	41.25	58	72.5	69	86.25
7	ST	37	46.25	60	75	78	97.5
8	LC	23	28.75	45	56.25	56	70
9	NM	40	50	58	72.5	71	88.75
10	YN	46	57.5	72	90	78	97.7
11	YS	38	47.5	58	72.5	74	92.5
12	VT	50	62.5	76	95	80	100
13	FM	36	45	62	77.5	76	95
14	CTR	32	40	60	75	72	90
15	MRT	36	45	65	81.25	78	97.5
		550	45.83	916	76.33	1090	90.83

**Table 1 Score of language development**

The table shows that the group B children's language abilities include the ability to understand language and the ability to express themselves through the role playing method using finger puppets. Based on the results of research from pre-action to the second cycle increased well. Improvement of children's ability in language can be seen in the total score of all children before action which is 550 with

an average ability of children in language through the role playing method is 46%, in the first cycle a score of 916 or with an average of 76.33, while in the cycle third 1090 or with an average of 90.83 As for the increase in the percentage of numeracy skills of children (respondents) before the action until the second cycle can be described in the following table:

Resp.	Cycle I Increase Point (%)	Cycle II Increase Point (%)
AZ	31.25	17.5
NV	33.75	10
NR	26.25	13.75
MR	32.5	16.25
ZN	30	12.5
WM	31.25	13.75
ST	28.75	22.5
LC	27.5	13.75
NM	22.5	16.25
YN	32.5	7.5
YS	25	20
VT	32.5	5
FM	32.5	17.5
CTR	35	15
MRT	36.25	16.25
	<b>30</b>	<b>12.5</b>

**Table 2 Point of Improvement**

Table point Percentage of Improvement in children's Ability to Speak *From this table it can be seen that the percentage of language ability scores includes the ability to understand sentences and the ability to express the child's language, after taking action in the first cycle, children's language abilities increased by 30% and after taking action in the second cycle, increasing children's language skills increased by 12.5% from the first cycle. So it can be concluded that the improvement of children's language skills through the role playing method until the second cycle reaches 42%.*

Based on the results of this study, it can be concluded that children's language skills which include the ability to understand language (Receive language) and the ability to express (language expression) can be improved through

the role playing method (role playing) by utilizing finger puppets. ability to understand the child's language that is understanding several commands simultaneously when the teacher asks the child to do the task, in addition to the child understands the command sentence, can also repeat more complex sentences and understand the rules in a game in playing roles, as well as being happy and appreciating when communicating. While the ability of children in the language of expression (language expression) that is the child is able to answer more complex questions, mention groups of images that have the same sound, communicate verbally, have a vocabulary, and recognize symbols for the preparation of reading, writing and counting Compose sentences simple in complete structure (main sentence-predicate information) Having more words to express ideas to others Continue some of the story / fairy tale that has been shown Demonstrates understanding of concepts in story books. The results of this study were corroborated by research by (McKean et al., 2015) concluded that children can develop their language vocabulary so that they can express language and understand it young through role playing methods. This shows that children have potential that must be developed early. Early childhood is a golden age where children have 80% of their ability to absorb various information obtained, the most basic is the concept proposed by Noam Chomsky when a child is born has the potential to easily obtain a language environment called the Language Acquisition Devices (LAD). The results of this study were corroborated by Research (Du Bois et al., 2007) concluded that language learning can be done in various ways, one of which is by playing roles. In Kaplan's research ((Ingram & David, 1989) with the title "does the child have pre linguistics?", Language is the most important thing that children get with words. In the role playing method, the child plays the characters in a story, on this occasion the child trains his pronunciation and develops his vocabulary. The interaction of the child with his friend when playing the role of a character in the story then the child interacts casually with the environment, making it easier for children

to express and understand the context of the sentence being played. The interaction view focuses on the primary role of socio-cultural interaction in the development of children's language development, Brunner (Beverly Otto, 2015: 38). This view holds that children acquire language through their efforts when interacting with the world around them. Recent research from Vygotsky emphasizes the role of social interaction in language development. The basic premise of Vygotsky (Beverly Otto, 2015: 40) is that language development is influenced by the society in which a person lives. The results of this study indicate that applying the role playing method with finger puppets can improve children's language skills which include the ability to understand language and the ability to express language. This method is very interesting for the child to play with his friend in playing the character, thus the child interacts, both answering questions from his friend, mentioning the surrounding objects. On the other hand the child is also able to understand the commands of his friends and respond to them. Through this method children can improve communication verbally, have a large vocabulary.

## Conclusion

Based on the results of data analysis described, it can be seen that the percentage of language ability scores includes the ability to understand sentences and the ability to express children's language, after taking action in the first cycle, the child's language ability increases 30% and after taking action in the second cycle, the child's language ability increases 12.5% of the first cycle. So it can be concluded that the improvement of children's language skills through the role playing method until the second cycle reaches 42%. Based on the results of this study, it can be concluded that children's language skills which include the ability to understand language (Receive language) and the ability to express (language expression) can be improved through the role playing method. (role playing) by utilizing finger puppets. ability to understand the child's language that is

understanding several commands simultaneously when the teacher asks the child to do the task, in addition to the child understands the command sentence, can also repeat more complex sentences and understand the rules in a game in playing roles, as well as being happy and appreciating when communicating. While the ability of children in the language of expression (language expression) that is the child is able to answer more complex questions, mention groups of images that have the same sound, communicate verbally, have a vocabulary, and recognize symbols for the preparation of reading, writing and counting Compose sentences simple in complete structure (main sentence-predicate information) Having more words to express ideas to others Continuing some of the story / fairy tale that has been shown Demonstrate understanding when interacting.

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