

**THE EFFECTIVENESS OF ROLE PLAYING METHOD FOR
INTRODUCING ENGLISH WORDS FOR KIDS IN LIGNITA
KINDERGARTEN IN SAWAHLUNTO**



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2017

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Abstract

The purpose of this research is to find out the influence of role playing in using English words for kids in Lignita Kindergarten in Sawahlunto. The method of this research is quantitative, with the type of method is quasy experiment. The result of this research is kids on experiment class that used role playing method are higher than control class that used asking and answering method. Based on the result it know that t-count is bigger than t-table, which shown the significant influence in developing english words in role playing for kids. Then, it can be concluded that role playing method has significant influence in developing English words for kids in Lignita Kindergarten in Sawahlunto

Preliminary

Kindergarten is one form of early childhood education unit formal education pathways that organize educational programs for children 5-6 years old. Education has a very important role in childhood, because the development of personality, mental and intellectual attitude shaped this age. The quality of childhood is a mirror of future .

Education Kindergarten (TK) is one of the formal education institutions in the early childhood education path, as regulated in Law No. 20 of 2003 Chapter VI Article 28 suggests the goals of early childhood education are:

"A coaching effort addressed to children from birth to 6 (six) years old, conducted through the provision of educational stimulate, to help growth and physical and spiritual development in order to have readiness in entering further education"

Early childhood is an individual figure as a sociocultural being undergoing a process of development that is fundamental to later life and possesses certain characteristics. Early childhood is an organism that is a whole physical and spiritual unity with all its structures and biological and psychological devices so that it becomes a unique figure.

Kindergarten education is essentially an education that is held with the aim to facilitate the growth and development of children Thorough or emphasize the development of all aspects of the child's personality. Therefore, education for kindergarten children needs to provide various activities that can develop various aspects of development that include: cognitive, language, social emotions.

From birth all human beings have the nature as social beings that can not be separated from the social environment that is by way of interaction and communicate. One of the tools used to communicate is the language, which is a symbol used to unite thoughts and feelings to convey meaning to others.

Language development, in early childhood is at the stage of grammar development. At this stage the child begins to develop language, the length of the sentence begins to increase, the utterances produced by the complex, and start using the word plural. The addition and mastery of the word gradually increases along with the progress and development of the child. Therefore, it would be nice if in this period the child is given a new vocabulary to multiply the vocabulary of the child and for the child's readiness to communicate / speak. In giving this vocabulary, the child should also be given an English vocabulary. Remember, English is a world language (international language) whose role is quite important.

Based on the results of observations by researchers in the field, that the lack of variety of methods used by teachers, who had been the teacher only question and answer method with the child and told the child to repeat the vocabulary already mentioned. In addition the lack of creativity of teachers in using methods to develop a child's English vocabulary, so that children are not motivated to learn and remember the vocabulary.

With the above problems researchers interested in conducting research entitled: "The Effectiveness of Role Playing Methods For Introducing English Words For Kids Kindergarten In Lignita Kidergarten In Sawahlunto".

The reason researchers are researching this because the dramatization method is very interesting for children. Because the method is close to the daily activities of children play. This is consistent with the slogan "Playing while learning, learning while playing". Based on Hartawan's opinion (2011: 97) "Language is a communication medium between humans, and English as a bridge to open access to information around the world. The younger generation is expected to be able to explore even though different nations and tried to know ". Because English is a language common to all countries or international languages.

Kindergarten age children are in an expressive phase of language development. As expressed by Masitoh, and friends in Aisha, (2009: 1.14) that language development aims to enable the child to express the mind through simple language quickly, accurately, communicate effectively, and arouse the child's interest to speak Indonesian. This means that the child has expected expressed his wish, his

rejection, or his opinion through spoken language. Language development as one of the basic capabilities a child should possess, consisting of several stages of age and developmental characteristics.

The child's English proficiency is influenced by the environment in accordance with Vygotsky's opinion in Masitoh (2005: 12) suggests Children learn through collaborative with adults. While the opinion Woolfolk in Masitoh (2005: 12) Children learn through interaction with teachers or other students. In kindergarten known as conversational, learning the language for children will be easy if it has a good environment and appropriate stimulation.

So, to be able to learn English is required practice pronunciation many times with help by people around. The people around are meant here are families especially the elderly so the child is helped to get to know the vocabulary through the guidance of the environment. Because early childhood is in the mimic stage.

According to Joyce and Weil (2000) role-playing is a teaching strategy that belongs to a group of social learning models. This strategy emphasizes the social nature of learning, and considers that cooperative behavior can stimulate students both socially and intellectually. Role playing is one method, where learners are actively involved in playing certain roles. Playing on children is one means to learn. Through fun play activities, the child seeks to investigate and gain experience

Lunandi, (1980: 39) states role playing is a form of teaching that is diverted from a book of forms of field practice or practice. Role Playing is a game where players play the role of fictional figures and collaborate to knit together a story. Players choose their characters' actions based on the character's characteristics, and the success of their actions depends on the prescribed and determined system of game rules, as long as they follow the established rules, the players can improvise in the direction and outcome of the game. Santrock (1995: 272) states role-playing is a fun activity. A further role play is an activity that a person undertakes to gain pleasure.

From the expert opinion above, it can be concluded that role playing is a fun, interactive method that can make learners actively involved in the game so as to facilitate the child to understand a concept. According to Vygotsky (1978: 74):

"In the game the child always behaves outside his age, above his usual daily behavior, in a game he is one level above himself, just like the game does. The game is in solid form, as in the focal point of the magnifying glass, all developmental trends; as if the child was trying to jump onto the level where he was used to. The relationship of game to development must be compared to the relationship between teaching and development. " Children play activities that behave in the age Vygotsky referred to above is a dramatization where the children do activities-as if he became someone else and perform daily activities in accordance with the role he played. In role playing activities, children play or play activities that can

be seen in everyday life. The child acts as if he becomes an adult or someone else who is not his or her own character. Role playing can be focused on daily activities like in school.

According to Hurlock (1990: 329) namely:

"Playing a role is often called a mock game, an active form of play where children through behavior and language are obviously related to matter or situation, as if they have other attributes than they really are."

From the description and based on the expert opinion above, it can be concluded that the role playing method is an activity where the child performs a pretending activity or as if he is in the situation according to the story played and imitate the character of another person with his character.

Before doing any Role playing activities, the teacher must know the steps in the dramatization method. So this method can run smoothly and can achieve the expected goals. This study aims to see the effectiveness of dramatization methods for the introduction of the English language vocabulary of Kindergarten Lignita Sawahlunto.

Research methods

Based on the problems studied then this research type is experiment with Quasi Experimental research design. The population in this study is Kindergarten which is located in Tanah Lapang Sawahlunto Urban Village. Kindergarten Lignita Sawahlunto is under the leadership of Ibu Yunizarti and has 5 people educators.

The sampling technique conducted in this research is a purposive sampling technique, that is the technique of determining the sample with certain considerations (Sugiono, 2012: 85).

Based on the above concept, the group that will be used in this research is group B1 and group B2 where group B2 become experimental class and class B1 become control class, with the consideration of the number of children of both groups is the same ie 20 each, and recommendation from second teacher group and head of Kankita Kankita Sawahlunto Childhood. This instrument uses Likert scale for its assessment. According Sugiyono (2011: 93) Very Good given a score of 4 (SB), Both given a score of 3 (B), Not Good scored 2 (TB), Very Not Good given score 1 (STB).

The data analysis technique used in this study is to compare the difference of two average values, so that it is done by t test (t-test). But before that, first test the normality and homogeneity test Before the data is processed, in order to know the data is normal or not distributed then tested Liliefors first. One technique that is often used to test the homogeneity of population variance is to use the Bartlett test.

Results and Discussion

A. Data Description

The data described in this study consists of two groups, namely data on the development of the English vocabulary of children using the method of role playing called the experimental group and the results of the development of English vocabulary using the question and answer method called the control group.

Description of the data of the ability to calculate the experimental class and control class can be seen in table 1.

Tabel 1: Data Description

VARIABEL	METHODE	
	Role Playing method	Ask And Answer Metode
N	20	20
Nilai Tertinggi	100	85
Nilai Terendah	85	64
Jumlah Nilai	1875	1503
Rata-Rata	93,75	75,15
SD	4,18	6,32
SD ²	17,49	40

B. Data Analysis To draw conclusions from the results of the study, hypothesis testing using t test. Before conducting t test, normality test and homogeneity test on the result of the research are done. 1. Normality Test The experimental class data and control class data were processed to determine the normality test. In this normality test used Liliefors test as presented in data analysis technique. Normality analyzes in the experimental and control classes are in Appendix 29 and Appendix 30. Based on experimental class normality test and control class obtained the price of L_0 and L_t at the level of real α 0,05 for N 20 as in Table 2

Tabel 2. Hasil Perhitungan Pengujian Liliefors Kelas Eksperimen dan Kelas Kontrol

No	Kelas	N	α	L_0	L_t	Keterangan
1	Eksperimen	20	0,05	0,1592	0,190	Normal
2	Kontrol	20	0,05	0,0922	0,190	Normal

Based on Table 2 it can be seen that the experimental class L value of 0.1592 is smaller than L table 0.190 for 0.05. Thus the value of the experimental class comes from normally distributed data. For control class obtained L count 0.0922 is smaller than L table 0.190 to 0.05. This means that the control class data also comes from normally distributed data. 2. Homogeneity Test The second test requirement is the homogeneity test using the Barlett test. This test aims to determine whether the data comes from a homogeneous group, between the experimental class and the control class. If chi squared counts <chi squared table means data comes from a homogeneous group. This is in accordance with what Syafril proposes (2010: 208) that: If the calculation of the count is smaller than the table means that the data comes from a homogeneous group, otherwise if the count is greater than the table then the group is not homogeneous.

Tabel 3. Hasil Uji Homogenitas Kelas Eksperimen dan Kelas Kontrol.

ClasS	α	χ^2_{hitung}	χ^2_{tabel}	Kesimpulan
EksperimenT	0,05	3,26	3,84	Homogen
Control				

From Table 3 it appears that the count of the experimental and control classes is smaller than the table (count <table), meaning that the experimental and control classes have a homogeneous variance. 3. Hypothesis Testing After normality test and homogeneity test, it is known that the two sample classes are normally distributed and have homogeneous variance. Then it can be continued with hypothesis testing by using t-test technique. Hypothesis test is used to find out whether the hypothesis accepted or rejected with the following conditions: 0.05 means there is a significant difference for the value of the storytelling ability. If thitung is smaller or equal to ttable means there is no significant difference in the value of the storytelling ability. α If tcount is greater than ttable then for From result of hypothesis test by using t-test obtained t count equal to 9,54. While the ttable for the real level of α 0.05 (5%) with df of 38 is = 2.024. So it can be seen that thitung is bigger than ttable at real level α 0.05 (5%) that is $9,54 > 2,024$. Then H_a can be accepted and H_0 is rejected. More can be seen in table 4 below.

Tabel 4. T-test Hipotesis

No.	Class	N	Hasil Rata-rata Kelas	t hitung	t tabel α 0,05	Keputusan
1	Eksperiment	20	92,8	9,54	2,024	Tolak H₀
2	Control	20	80,1			

So it can be concluded that there is a significant difference between the results of students' experimental story telling ability (B2) using role playing method with control class (B1) using question and answer method in Lignita Sawahlunto.

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