

# Implementation of the Role-Playing in Developing the Speaking Skills for Early Childhood

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## Abstract

Today, some children in kindergarten are slowly in speech development and need a learning method to develop their speaking skills in early childhood, aged 4-5 years old. The purpose of this study was to investigate the application of role-playing in developing speaking skills and identify the supporting and inhibiting factors to develop speaking children aged 4-5 years in Kindergarten Samarinda, Indonesia. This qualitative study utilized data collection techniques of observation, interviews, and documentation. Data sources were taken from primary data, namely principals, homeroom teachers, and representatives of the curriculum section, while secondary data were taken from the documentation. The data were analyzed using the Miles and Huberman method, using three stages: data reduction, data presentation, and conclusion. The results showed that role-playing in developing speaking skills of children aged 4-5 years in kindergarten is determined by the theme, sub-theme, topic of activities, and the playing tools. A rolling system implements it, and the teacher explains the role that the child will play and gives examples and the rules of the game about what will be done later when playing. The teacher then invites the children to choose their roles and then reads the children's storyline. After the child understands the activities to be carried out, the teacher invites the child to play. Then the teacher's task is to supervise while asking questions to obtain information about the child's playing experience while providing examples of communicating by delivering the correct vocabulary. Evaluation in role-playing is indirect observations while children are playing, the results of children's work, notes while observing children's development, and indicators that are the targets of learning.

## Keywords

Role-playing, Speaking Skills, Early Childhood, Education, Kindergarten, and Learning Method

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