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VOCABULARY AND LANGUAGE SKILLS DEVELOPMENT IN EARLY CHILDHOOD THROUGH STORYTELLING AND ROLE- PLAYING METHODS IN RAINBOWS KINDERGARTEN

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Abstract

In developing children's storytelling abilities, teachers and parents must provide stimulation in guiding children's speaking by introducing lots of vocabulary so that children can tell stories well without misunderstandings. Language acquisition in early childhood begins through hearing what they hear around them, which is called receptive language. Storytelling is a language learning method in schools for developing children's language. Learning storytelling allows students to express experiences, describe objects, explain intent/meaning, and creative imagination. School is a means for children where the process of children's language development is shed through sociality. It is stated that 50% of Kindergarten A children at Rainbows Kindergarten already speak well and correctly, while Playgroup is in the interactive stage of developing their language. The storytelling method in kindergarten uses a second language and the Indonesian language.

Keywords: Early Childhood Language Development, Storytelling, Role Play

Abstrak

Dalam mengembangkan kemampuan bercerita anak, guru dan orang tua harus memberikan stimulasi dalam membimbing anak berbicara dengan mengenalkan banyak kosakata agar anak dapat bercerita dengan baik tanpa ada kesalahpahaman. Pemerolehan bahasa pada anak usia dini dimulai melalui pendengaran terhadap apa yang didengarnya di sekitar mereka, yang disebut dengan bahasa reseptif. Bercerita merupakan salah satu metode pembelajaran bahasa di sekolah untuk mengembangkan bahasa anak. Belajar bercerita memungkinkan siswa untuk mengekspresikan pengalaman, mendeskripsikan objek, menjelaskan maksud/makna, dan berimajinasi secara kreatif. Sekolah merupakan sarana bagi anak dimana proses perkembangan bahasa anak ditumpahkan melalui pergaulan. Disebutkan bahwa 50% anak TK A di TK Pelangi sudah dapat berbicara dengan baik dan benar, sedangkan kelompok bermain berada dalam tahap interaktif dalam mengembangkan bahasanya. Metode bercerita di TK menggunakan bahasa kedua dan bahasa Indonesia.

Kata kunci: Perkembangan Bahasa Anak Usia Dini, Bercerita, Bermain Peran

Introduction

Language skills play a very important role in a person's life, especially in early

childhood. Language allows children to express their thoughts and feelings to others so that they can establish good communication with their environment (Wahyudin & Mubiar, 2011; Astuti & Habibah, 2015). According to Wahyudin and Agustin (2011), as well as Astuti and Habibah (2015), language is a form of communication based on a system of symbols, both in the form of oral, written, and gesture. Language is made up of words used by the environment and governed by a set of rules that incorporate variations in the meaning of the word.

The development of vocabulary and language skills is one of the important aspects of early childhood development. Children aged 2–6 years are in a phase of rapid language development, where they begin to recognize, understand, and apply language in daily communication. According to Vygotsky's theory (1978), language development in children is closely related to social interaction. Through communication with the environment, children can develop their language skills better. Here, the interaction between teachers and children, as well as between children, is an important key in maximizing such development (Bodrova & Leong, 2007).

Language is a means of communication that allows humans to speak, listen, read, and write. By using language, a person can describe past events, plan for the future, and pass on knowledge from one generation to the next. This creates a rich cultural heritage in the community. One of the main components of language is vocabulary. Vocabulary consists of words that have a certain meaning and are used to symbolize feelings, perceptions, and various things related to daily human life. Vocabulary also includes the names of people, places, objects, and abstract concepts (Sudjianto & Dahidi, 2004).

Vocabulary development starts from an early age, even from the moment a child is born. As babies, children begin to communicate by crying, which is their first form of language. During this period, they respond to instructions received from the environment, be it through physical needs or the five senses. Early childhood is an important period in which children's brains are developing rapidly, so they are more receptive to stimulation from the environment. Children begin the language process by listening and then learning to speak, read, and write (Sujiono & Yuliani Nurani, 2009).

Language mastery in early childhood is very important because it is the foundation for their future communication development. Language not only serves as a means of communication but also as a means of thinking and learning. Children who have good language skills tend to have an easier time expressing ideas, understanding instructions, and interacting with its surrounding environment.

When parents talk to their children in a good and polite way, children will emulate this way of speaking and increase their vocabulary. Children who feel comfortable communicating with their parents are also more likely to ask questions about new words they hear, as well as be more active in communicating. Parents can also provide language stimulation through daily activities, such as reading books together, talking about things they see around them, and inviting children to role-play.

In schools, teachers have a big role in enriching children's vocabulary through various learning activities, including storytelling and role-playing activities. Teachers can create a supportive atmosphere so that children feel comfortable and motivated to speak, ask questions, and listen.

Children's language development can take place in various places, both at home and at school. At home, parents can create an environment that supports children's language development by providing time to talk to children, read together, or play games that involve communication. At school, the learning environment also plays a very important role in encouraging children's language development. Kindergarten is one of the ideal places for children to develop their language skills through interaction with teachers and peers.

In addition, the wider social environment also plays a role in children's language development. When children play with their friends in the neighborhood, they learn to use language to communicate, share ideas, and solve problems together.

The early age period, from 0 to 6 years, is a very crucial time for language development. At this time, children's brains are in a very rapid development stage, so they can more easily absorb information and stimulation from the environment. This is the time when it is easiest for children to learn new words and begin to understand the rules of language.

According to Sujiono and Yuliani Nurani (2009), the process of language development in children begins with the ability to listen, followed by speaking, reading, and writing. At this stage, the child is very responsive to language stimuli from the surrounding environment. Therefore, it is important to provide rich and diverse language stimulation to children from an early age so that their language skills can develop optimally.

One effective way to develop children's language skills is through role-playing and storytelling activities. Role play provides opportunities for children to interact with others, practice speaking, negotiating, and solving problems. Through this game, children learn to use language creatively and functionally, so that they can expand their vocabulary.

According to Bredecamp and Chople (1999), role-playing not only helps children's language development, but also supports their cognitive, emotional, and social development. Children who engage in role-playing tend to be more motivated to learn new words and use language in a variety of contexts. This helps them to better understand the meaning of words and how they are used in daily communication.

In addition to role-playing, storytelling activities are also very effective in improving children's language skills. When teachers or parents read stories, children learn to listen carefully, enrich vocabulary, and understand the structure of the story. They are also invited to think critically by asking or retelling what they heard.

The integration of storytelling and role-playing methods in Kindergarten Rainbows is not just used separately but also complements each other. After listening

to the story, the children were given the opportunity to role-play based on the story. This allows children to internalize the vocabulary they hear and use it in more interactive and fun situations.

Thus, language and vocabulary development in early childhood is a process that involves many parties and can be done in various fun ways. Developing vocabulary and language skills in early childhood through storytelling and role-playing methods is an effective strategy, especially in a supportive environment like Rainbows Kindergarten. This method provides a rich and enjoyable learning experience, where children can be actively involved in the process of learning the language. Storytelling helps children hear and understand new vocabulary while role-playing allows them to use those vocabulary in meaningful social interactions. With a supportive environment and rich interactions, these methods can make a significant contribution to early childhood language development.

Method

This study uses a library survey followed by observation and interviews. We used data from subjects consisting of two children aged 4 to 5 years and two teachers (a playgroup teacher and a kindergarten A teacher). Data were collected using observation and interview techniques in preparation for the analysis of teaching actions (Prihantoro & Hidayat, 2019) as well as questions based on indicators of child growth and development outcomes based on the regulations of the Minister of Education and Culture of the Republic of Indonesia. Number 137 of 2014 concerning National Standards for Early Childhood Education. Permendikbud 137-2014 from the perspective of language development. National Standards for Early Childhood Education: Age 4-5 years: Learn to understand language. 1) Listen to what others have to say (native language or other language). 2) Understand the two commands given at the same time. 3) Understand the story you are reading. 4) Learn the vocabulary of adjectives (naughty, stingy, friendly, brave, good, bad, etc). 5) Listen to and distinguish Indonesian sounds (e.g. the sounds and speech must be the same). Age: 5-6 years; 1) Understand several commands at the same time. 2) Repeat more complex sentences. 3) Understand the rules of the game. 4) Enjoy and appreciate reading.

According to Prihantoro & Hidayat (2019), the use of interviews and observation is one of the effective ways to evaluate teaching actions, including storytelling methods. By making direct observations of learning activities, we can observe how teachers apply the storytelling method, as well as how children respond to these activities. This is in accordance with the descriptive approach that describes the observation results in detail and thoroughly.

The collected data analyze by narrating descriptively then describing completely and thoroughly the results of observations and interviews based on indicators of the level of achievement of language development using the storytelling method established in Kindergarten Rainbows. In addition, it also compares the findings in the child with the results of interviews with the teacher/educator of the

child. Then match the results of observations and teacher strategies used with library research in the form of books, journals, and expert theories to verify/confirm the usefulness or actions of teachers and the results of children's responses as a reinforcement of the documentation. -Observation; observing the actions of educators/storytelling learning activities at Rainbows Kindergarten (Monday, May 20, 2024). -Interview; Ask questions to subjects (teachers & students) to find out the child's competence or language and know the language learning model with the application of the storytelling method. -Library Studies; looking for references and verification in writing previous research results as corroborating data through books, journals, and others.

The use of storytelling methods in Rainbows Kindergarten has proven to be effective in developing the vocabulary and language skills of children aged 4-6 years. Based on observations and interviews conducted, children can achieve the language development indicators set out in the National Early Childhood Education Standards. The storytelling method not only provides rich exposure to the language but also actively engages children in the learning process, which ultimately helps them understand and use new vocabulary better.

As reinforcement, literature studies show that storytelling methods are supported by strong theories of language development, such as Vygotsky's theory of social interaction in language learning. Therefore, the use of storytelling methods in Kindergarten Rainbows can be recommended as one of the effective strategies in early childhood language development.

From the results of observations and interviews, it can be concluded that the storytelling method in Kindergarten Rainbows has a positive impact on children's language development. Children show significant improvements in vocabulary comprehension and the ability to follow the storyline. They are also able to use new words learned in the right context. Strategies used by teachers, such as the use of intonation, facial expressions, and visualization of stories, help children to easily understand the stories and vocabulary introduced.

In addition, the results of interviews with teachers show that storytelling has become an integral part of the curriculum at Rainbows Kindergarten. Teachers routinely use stories as a tool to enrich children's vocabulary and develop their language skills. Teachers also involve children in discussions after the stories are read, so that they can express their opinions and deepen their understanding of newly learned words.

Looking For References In The Research Studies At The

Interview references during observation

Breaking down the intent and purpose of writing an article

observation as an object of research/documentation of research

Figure 1. Definition of Article Method.

Results and Discussion

1. Storytelling Methods in Children's Language Development

The Storytelling Method, at Kindergarten Rainbows, really appreciates this method so it becomes an obligation of the learning routine in the classroom. Moreover, in Kindergarten Rainbows in each grade of children, there is a storybook shelf as a means for children to read during recess and a means for teachers to fill out storytelling activities. At Kindergarten Rainbows in Citra Lake, the storytelling method uses English and Indonesian language. The books available in all classes are also in English and Indonesian, including play groups. Because Kindergarten Rainbows has students of high social status and foreign descendants. Teachers have an organized strategy; 1) the teacher reads the book appropriately/suggested/agreed upon by the student and the teacher. 2) The teacher tells the story while role-playing the story in the book. 3) The teacher reviews the storybook that has been told to the students. 4) students are told to conclude the contents of the book. These activities can create a reaction or response of children to the development of children's language.

The importance of stories for kindergarten is for deepening, and knowing of their meaning (Epstein, 1991 in Bunanta, 2000). It is effective in spurring children's verbal skills or children's linguistic intelligence. Telling stories can build children's thinking skills and allow them to understand the events around them. The various stories conveyed are according to the experiences, felt, and seen. According to Tarigan (1981:35), storytelling is one of the speaking skills that aims to convey information. By telling a story, one can provide information to others. This is also written true in early childhood, where they will unconsciously tell stories to friends, family, and the surrounding environment. Teachers often use storytelling activities as a teaching method to help children understand the content of the story better.

According to Moeslichatoen (2004:170), the purpose of the storytelling method includes: a. Instilling social, moral, and religious values and providing information about the surrounding environment; b. Help children understand the message conveyed through stories; c. Train children to listen well to what others say; d. Help children think and ask questions if they don't understand something; e. Help children answer questions asked by others; f. Help children tell and express what they hear so that the message of the story can be understood by others.

2. Role-Playing Method

Role-playing can also be done and assumed with an activity called "Creative Drama." One way activities that can expand children's language development is by using creative drama for the performance of stories or the performance of events. Creative drama can improve children's use of language to adapt for different contexts, the use of special vocabulary, and their experience with different speech registers. (Alber & Foil, 2003; Wagner, 1990). As in Kindergarten Rainbows, where this article is observed, a related teacher named Ms. Dinda mentioned that schools hold role play learning rather than teachers (teachers play by shifting and expressing themselves to read stories to children) to develop children's vocabulary and learn language so that they can better understand the language and increase children's knowledge and understanding from the child. The teacher mentioned that in the playgroup class, the main locking rather than telling a story is the role-play method. Teachers read books while playing plays such as dramatizing with facial expressions, movements, emotions, chanting, imitating or cosplaying exactly, and in conditions that are in accordance with the characters of the story and the conditions in the story.

As the teacher mentioned in our interview session with one of the examples, the teacher told the story of "3 Piglets". It is stated that three teachers acted as three piglets, which told the three piglets that they wanted to build a house. One teacher plays a pig who works hard to make a house using straw, then another teacher plays a piglet who works hard to make a house out of wood, and the third teacher plays a piglet who works hard to make a house out of bricks. The teacher also described all the visuals of straw, wood, and stone on the board. It is a metaphor for imitating making a house made of straw, wood, and stone as a theatrical method. The teacher also reviews and performs a question and answer game after the drama process is completed, as well as understanding language, new vocabulary, as well as the introduction of knowledge of new objects, and understanding the content or meaning as well as conclusion of the whole story.

In the activity, children also became enthusiastic and interactive in learning the language and were active in language as well as having imaginative opinions. The children alactive in the teacher's pantonym session by describing the characteristics of their language. It is said that there are two active groups in the classroom during this activity. That is; the intervention group and special control/guidance group.

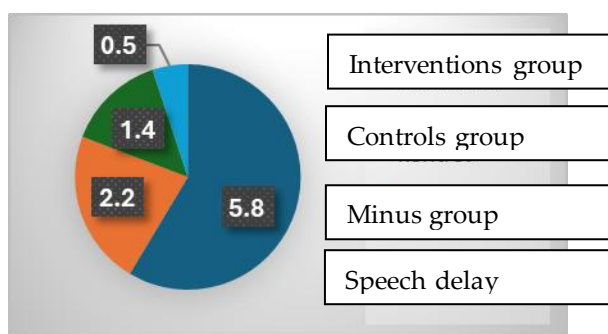


Figure 2. Results of Children's Interest in Role-Playing Methods

The intervention group is become dominant because many children actively participate in the involvement of assumptions during creative drama/role play, especially during the process of children's pantomime, they actively speaking with their views and imagination.

The control group become the second under the guidance of teachers, with teachers who actively tell children to make assumptions, or teachers who ask for understanding or complicated vocabulary that children may not understand the meaning of the vocabulary or sentence in the story and also the meaning of the story itself. Most children are shy, but children are still cooperative in answering teachers, but children still need the teacher's understanding/special attention. In the minus group, children are indifferent when the teacher is role-playing. Teachers are more active in asking about vocabulary and asking for children's opinions about biographies or asking for opinions on descriptions of story characters or materialistic background objects. But the result is that the child is only silent and indifferent.

In the Speech delay group, children have difficulty understanding and understanding language, because they themselves are still having difficulty in language. So that children are busy playing alone or focusing on their desires during the activity.

For Intervention group = Language Understanding; Consistent improvement in understanding concepts, phrases, and sentences. Verbal expression; A noticeable improvement in the ability to retell stories and explain images. Vocabulary Mastery; Consistent improvement in vocabulary mastery.

Control group, minus, speech delay = language Comprehension; Slower growth in language comprehension. Verbal expression; Slower growth in verbal expression. Vocabulary mastery; Slower vocabulary growth.

Based on Piaget's (Siska, 2011), he explained that role-playing activities are evidence of children's behavior which is characterized by telling stories about objects and repeating actions that are fun and memorable for children. Role-playing media can be one of the easy ways to develop children's language skills, because in this game children speak according to the persona or character they are playing. This improves children's vocabulary and helps them keep repeating words they have heard before (Amri, 2017).

Likewise, the results of our observation that children are happier in learning role plays played by teachers so that they become active in speaking and even become often socialized in class also highly emotional in language than finally often play new vocabulary that is contained in the previous teacher's story. Meanwhile, in the results of observations and interviews with teachers, he said that creative role-playing/drama activities only exist in playgroup classes, in the kindergarten class A & B only the storytelling method with stricter and more directed teacher guidance. Teachers only develop their language mastery skills by speaking in front as well as training children's confidence. Finally, social or group methods, in playing language puzzles and fluencing activities, pronunciation is also the use of good and correct standard language.

It is known that there are 30 students in the Playgroup class. Improving vocabulary in the Rainbow Kindergarten Playgroup using storytelling was observed that Rainbow Kindergarten uses Indonesian and English language. The Teachers' strategies for using storytelling activities in learning:

Flash Memory Game: the teacher with the initials "D,D" asks students to suggest taking a storybook in a storytelling activity together and asks students to explain/compose a brief description of the book's visuals, because students cannot understand long sentences and reading books can only perceive the book cover image (not yet connected).

Watching Videos (media presentations): sometimes teachers with the initials "D,D" replace the storytelling method by watching educational videos that can be understood by children to develop children's vocabulary to be more varied, and components consisting of comprehension, vocabulary, word preparation, and sentences/language, (Dahlan, 2004:119). An interactive language in class so as to increase children's knowledge.

Singing: in Kindergarten Rainbows teachers "D,D" emphasize singing activities as or for the mastery of children's vocabulary. Especially in lingual English pronunciation. Teachers choose songs or make songs that can be used to sing together or when doing activities (Muhaiban, 2002:5).

Demonstrate the content and characters of the story: as absorption, reinforcement, and description of the object, vocabulary, and language of the children in the story told by the teacher to the students.

Review: Before the teacher changes the page or page of the book, the teacher reviews the child's understanding and focus during the storytelling activity. Teacher put their attention to whether there are children who do not understand the vocabulary and meaning of the chapter of the story as well it is usefulness for children's memory.

Retelling addressed to Students: the teacher asks the child to retell the Retelling with his response to the essence of the story that has been told. The teacher asks a little about the description of the object or vocabulary of the story.

Understanding the purpose of storytelling in the playgroup in Kindergarten Rainbows is so that children know the good and bad value in the story, can remember what the teacher tells them, exemplify the value later to children through new messages and objects that they get to improve communication and schematic memory.

Interview: "The teacher describes the story of cows and goats, which contains that "the goat eats cow food without permission" which should not be allowed by norm. The teacher wants children to be able to know the meaning of the story and follow it in the child's daily life. It is also the content of the experience that makes the children communicate well at home with parents.

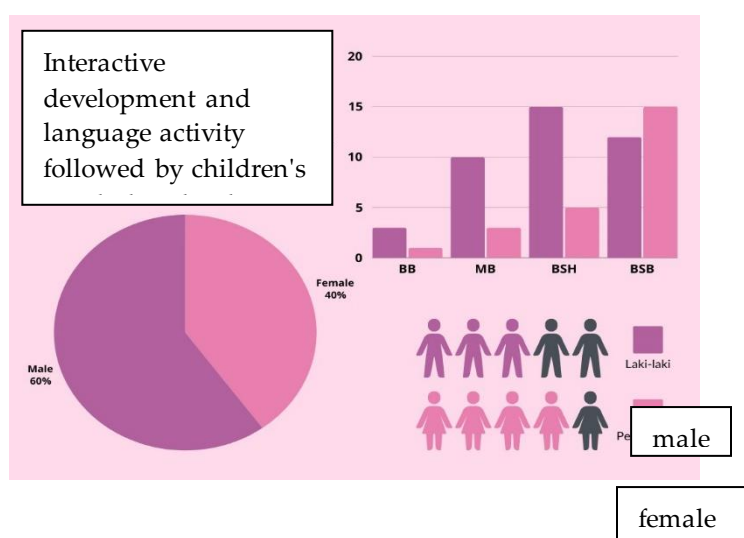


Figure 3. Percentage of Interactive Development and Language Activity

Playgroup students totaled 30 people which consisted of 18 male and 12 female. Which contains the results of observations from teacher data and observations in interaction skills on an object/vocabulary of playgroup children.

Aspect Vocabulary Mastery = 75% (2.5% with the initials "MO" Undeveloped (BB)/speech delay). Actively responding to Storytelling = 14% (Developing very well (BSB), opinionated and responsive). Communicate quite well with teachers or friends = 10% (children always tell stories and communicate with teachers or people around them are also confident). Good language according to KKBI vocabulary = 50% (average child can speak the language well and correctly/Develop as expected (BSH)). Story Understanding = an average of 50% is still developing or moderately developing (MB).

Strategies of kindergarten class-A teachers in developing children's language and vocabulary at school:

Teachers questioning skills to children: the teacher, who has the initials "SW", stated that he often asks about vacation experiences and when storytelling activities as an opportunity to consult on the understanding of the story being told. And focus more on questioning skills if in Kindergarten class-A.

Reading Books Together: just like a playgroup, but in Kindergarten class-A it leads to the concept of children's mindset and children's creativity when listening to stories and in designing a story content and understanding the story.

Communicative: teachers are more likely to improve vocabulary in kindergarten-A by way of approach, in order to practice good and correct use of language and deepen knowledge of new vocabulary or mastery. Because Kindergarten class-B at Rainbows has led to skill improvement only.

With a clear pronunciation and a illustration/expression : It function of absorbent for children during storytelling activities.

Children Tell Stories in front of the class: children bring their favorite books that are welcomed by the teacher. Student telling stories in front of his friends as an improvement in reading and language. However, 30% of children are fluent in telling it and the rest are still guided by teachers.

Children are active in guessing: Children are more active in guessing when the teacher tells stories and describes an object, and participate in quoting objects explained.

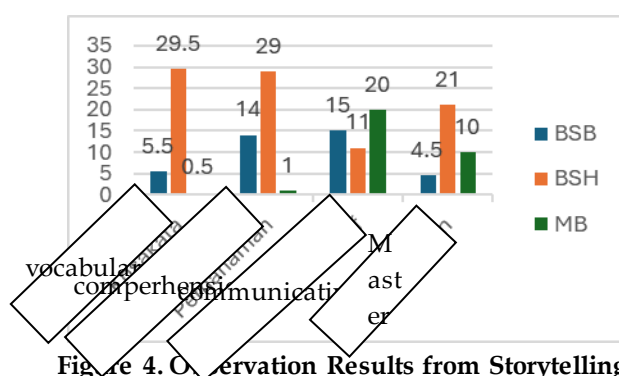


Figure 4. Observation Results from Storytelling Activities in Playgroup

They actively express their opinions, interrupting with their responses; they can speak according to the KKBI (The Big Dictionary of Indonesian Language). Kindergarten class-A. From 31 children 50% or less than half actively asked questions. There is one that has not developed in storytelling activities.



Figure 5. Activities Describe Visual Objects

Table 1. Kelompok Playgroup
Group: Playgroup
Semester: 2

Observation days: 2 days

No.	Day/Date	Name	Aspect	Result
		ARSA	Vocabulary mastery	BSH (More vocabulary and can speak according to KBBI)
2.	Thursday, 17 th of Mey 2024		Articulation or Pronunciation	BSH (Able to answer questions according to their language development and are fluent in pronouncing words)
3.			Language Intelligence	MB (Already able to express his thoughts and views. however, less communicative with new people)
4.			Verbal-Linguistik	BSH (Happy to communicate, happy to tell stories about experiences, easy to remember objects and words)
5.			Language Fluency	BSB (Children do not have communication and language disorders)

Table 2. TK-A Group
Group: TK-A
Semester: 2
Observation days: 2 days

No.	Day/Date	Name	Aspect	Result
1.		TANIA	Vocabulary mastery	BSH (Children can answer questions with good and standard or correct vocabulary)
2.	Monday, 20 th of Mey 2024		Articulation or Pronunciation	BSB (Children have mastered words and sentences)
3.			Language Intelligence	BSH (Children can describe or tell pictures with sentences)
4.			Verbal-Linguistik	MB (Children don't like to communicate if they are not asked)
5.			Language Fluency	BSH (The child does not have communication and language disorders)

Conclusion

From the various reviews above regarding the results of observations and interview sessions with teachers and one of the students of Kindergarten A and Playgroup, which stated that the method of storytelling at school is learning, and as an interesting activity for students. Because of the teacher's strategy of learning storytelling together with the role-play method. And make storytelling a goal to develop children's language and vocabulary, especially advice from doctors for children with speech delays.

In the results of the research that has been carried out by us, using the storytelling method can improve children's vocabulary and language mastery skills. Judging from the child's daily speaking activities, the courage of children to tell their experiences, and not feeling embarrassed by anyone when they are talked to, finally they can be cooperative in spilling communication by being active at school or in class, with every theme of the story or something outside the theme.

As stated by Scholar (2013: 8), the storytelling method is an extraordinary method that has an extraordinary effect in attracting the attention of listeners and making them quickly remember the events in the story. Providing learning experiences to children in kindergarten by presenting stories verbally to children. The stories used should be interesting and attract children's attention and cannot be separated from the purpose of children's education in kindergarten.

As well as inseparable from the teacher's strategy in determining how to learn storytelling or other learning, because something interesting can increase children's enthusiasm for learning, such as the stability of children's language skills and cognitive mastery of language at Rainbows Kindergarten which is in accordance with the provisions that are balanced with the results of linguistic development.

There are 50% students in Kindergarten class-A who already have language skills with standard and descriptive language or vocabulary. In the Playgroup, it is stated that 15% of them have mastered exactly 50% of the language skills of kindergarten class-A children.

Overall, this study emphasizes the importance of using storytelling and role-playing methods in early childhood education, especially to support their language and vocabulary development. With the right approach, such as engaging stories and well-designed strategies, children can learn languages in a fun and interactive way, ultimately enriching their communication skills in the future.

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