

## Application of The Role Play Method in Improving the Linguistic Intelligence of Children Aged 5-6 Years at The Juliandi Islamic School Benteng Hilir Kindergarten

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### ABSTRACT

Multiple intelligence is a theory of intelligence within children which can be a reference in developing the potential of early childhood. Linguistic intelligence is one branch of multiple intelligence. Linguistic intelligence is a child's verbal intelligence which includes writing, reading, listening and listening. From this statement, it is necessary Further research was conducted on children's linguistic intelligence through the role-playing method. This is research aims to improving the linguistic intelligence of early childhood by using the role-playing method at *Juliandi Islamic School Benteng Hilir Kindergarten*. This type of research uses classroom action research (PTK) which includes 4 components namely planning, implementation, observation and reflection carried out in 2 cycles. subjects of this is research children aged 5-6 years in group b of Kindergarten Juliandi Islamic School Benteng Hilir. The data collection technique in this research is observation and documentation. The instruments used in this research are student activity observation sheets and data collection is carried out by directly observing children's speaking skills and tests on children's speaking skills are carried out in the form of role playing. From this results of research conducting , shows that children's linguistic intelligence can increase through that applications of role-playing methods. in the pre-cycle it was 28.3%, in cycle 1 it was 43.7% and in cycle II it increased to 79.9%. This shows that the research results using the role-playing method can improving the linguistic intelligence of children 5-6 years at Juliandi Islamic School Benteng Hilir Kindergarten.

### INTRODUCTION

Early childhood are children from 0-8 years who are included in child care services, family child care, preschool education, both public and private, including kindergarten or elementary school (Amini, 2014). In line with (Khadijah & Nurul, 2021) this period is a period that really determines personality and in forming the character of early childhood. This period is called the golden age. Every child is unique and has different characteristics, therefore parents must understand the characteristics of the child (Hayati & Putro, 2021).

To develop children's potential, the intelligence theory that can be used as a reference is the multiple intelligence theory. Multiple intelligence is intelligence where humans can use this intelligence to solve problems and produce something (Yuliani Conscience, 2013).

Verbal-linguistic intelligence is the intelligence in using language, including mother tongue and other languages, to convey what is in one's mind and understanding to other people. The use of words is the main idea for thinking and solving problems for people who have this intelligence. Linguistic intelligence is also called verbal intelligence because it includes the intelligence to demonstrate one's abilities verbally and in writing and the ability to master a foreign language. They use words to seduce, invite, argue, entertain, or teach (Gardner, 2003).

Linguistic intelligence has a close relationship with verbal, both spoken and written and all its levels. Diligent use of words, likes telling stories, is very enthusiastic about hearing stories or likes reading are signs that a child has more linguistic intelligence. This intelligence encourages the child's speaking ability to remember all kinds of information and ultimately is closely related to the child's train of thought. Linguistic intelligence has the characteristics of intelligence. This part of intelligence includes the ability to manipulate language, language skills, movements, sounds, meanings, rules of use and how to use language (Intelligence & Linguistics, 2020).

Verbal linguistics is an activity that occurs naturally, just like when humans don't think when breathing. However, if we stop using language, our identity as a "human species" will disappear. Because, language expresses our "humanity" which differentiates us from other living creatures on earth. Through linguistics, we can become the social and organized creatures that God created us to be. Therefore, language has a very big role in the development, creation and development of society. Linguistic intelligence is the human ability to make mistakes in pronouncing words and use them optimally, both non-verbally and verbally. Linguistic intelligence or often also called linguistic intelligence. Language is a structured implementation of human emotions and thoughts accompanied by sound. This allows people to greet each other verbally, exchange opinions and thoughts, and enrich all aspects of life. Features of language development.

Linguistic intelligence is one branch of multiple intelligence possessed by children which includes the intelligence of speaking, writing, listening and reading. Linguistic intelligence according to (Lwin, May, 2008), insight that pertains to the ability to coordinate thought clean and to be able to utilize this capacity skillfully through verbal discourse. Etymological knowledge will show a child's ability to monitor language, helping in understanding a sentence.

Indicators of linguistic intelligence have been developed by experts several years ago by combining expert opinions.

- a. Asassfeh (2014). According to ASASSFEH, indicators of linguistic intelligence are developed into 4 parts, namely connecting words, reading quickly, understanding language context, and making illustrations (Sit, 2020).

- b. Burgoon (2018) suggests that indicators of linguistic intelligence are mastery of vocabulary, speed in responding to a conversation, speaking or writing clearly, variety in speaking and honesty (Sit, 2020).
- c. Thomas Armstrong stated that intelligence is the ability to learn from other people's experiences. The indicators of linguistic intelligence put forward by Armstrong lead to Gardner's theoretical opinion, namely rhetoric/influencing other people to take action using language, using language to convey information, using language to analyze the language itself (Sit, 2020).
- d. According to Yusuf and Nurihsan, linguistic intelligence is a child's ability to be sensitive to sound, rhythm and a strong will and express it in written form (Yusuf et al, 2006).
- e. According to Campbell in (Madyawati, nd, 2016) Linguistic intelligence is the ability a people has to think use words and express them.
- f. Linguistic intelligence, according to Musfiroh, is the ability that a person has in using language to solve problems, create things, and develop difficulties (Musfiroh, 2008)
- g. According to Suyadi, linguistic intelligence is the ability to organize thoughts systematically and be able to use and process words well (Suyadi, 2017).

From the opinions of experts, it can be concluded that 10 indicators of linguistic verbal intelligence are as follows:

1. Read simple sentences
2. Write simple words
3. Construct words
4. Master a new language
5. Understand other people's words
6. Easy to remember names
7. Always ask questions
8. Combine words with appropriate expressions
9. Able to interact with the other person
10. Understand several commands simultaneously

To help children in the process of developing children's linguistic intelligence, a learning method is needed to make it easier for children to achieve their learning goals, one of which is the role playing method. Role Playing is an event where children bring characters or objects around the child in certain circumstances so that the child can use them to foster creativity or creativity, so that they can understand the reasons for carrying out these actions. For example, children imagine themselves as pilots by involving the chair as a plane to be piloted, children imagine themselves as specialists examining patients, etc. Role-play and educational role-playing games contain elements of role and play in them. Understanding

these similarities will be useful for further understanding the differences and how they can be used in education (Winardy & Septiana, 2023). According to (Zahrah, 2018) the pretend technique is an approach to sharing learning material through coaching students. creative thinking and appreciation by acting as living figures or inanimate objects.

Research relevant to this topic was conducted by Desi Rahmawati who showed that the storytelling method can improve verbal linguistic intelligence. This is shown by the linear regression test, there is an increase of 19.55%. (goleman, daniel; boyatzis, Richard; Mckee, 2019). Lukman Arsyad in his research using the central model can communicate verbally, can increase vocabulary, this shows that role playing can increase children's linguistic intelligence (Arsyad, 2021). Mulyana and Kautsar Eka Wardhana informed that language development can be increased by playing roles. With the qualitative approach taken, the results show that children are able to interact with their peers and increase their vocabulary (Mulyana & Eka Wardhana, 2022). Research result (Fathia et al., 2023) shows that children's linguistic intelligence increases by using role-playing methods based on accepted hypothesis testing.

From the results of initial observations made by researchers, children aged 5-6 years should already have good linguistic intelligence which is used to communicate with teachers or peers. However, in reality, many children aged 5-6 years are still passive, especially speaking silently when the teacher asks. This shows that the level of linguistic intelligence is relatively weak. This is usually caused by the child's lack of interaction at home with his parents. Meanwhile, from a young age, children should be invited to interact by having a conversation to develop their speaking intelligence.

Based on the problems above, the author researched by trying to find a solution to the problems above by using the role-playing method at Juliandi Islamic School Kindergarten to improve linguistic intelligence, especially in speaking. The research aims to improve linguistic intelligence using role playing methods in children aged 5-6 years at the Juliandi Islamic School Kindergarten.

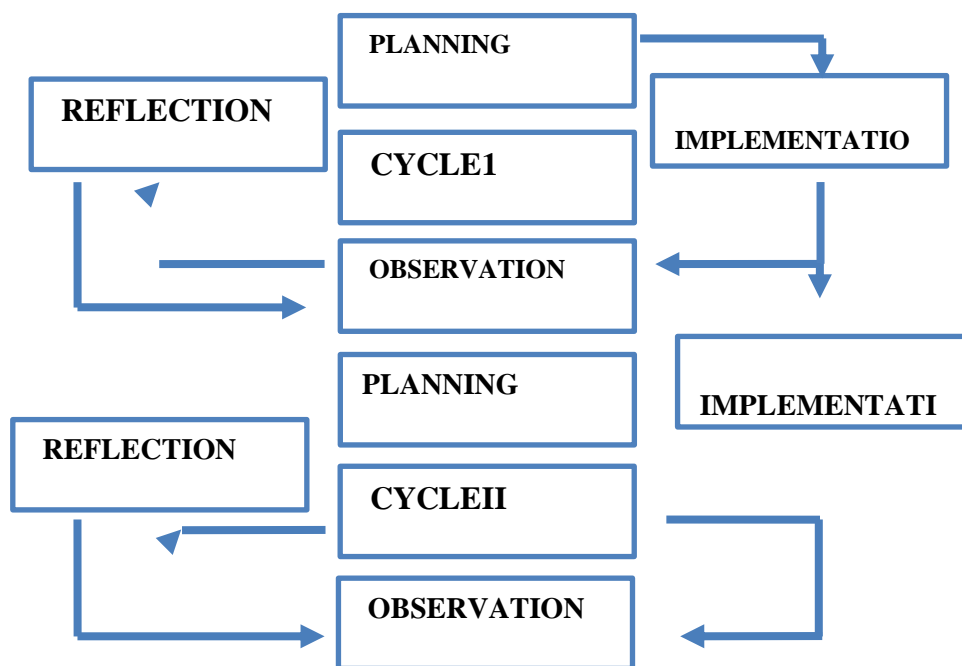
The steps for the role playing method are as follows:

1. The teacher explains the learning objectives and competencies achieved
2. The teacher gives the child a script to study with assistance
3. The teacher chooses children to play roles according to the characters in the script
4. Children who have received their respective characters are ready to play roles in front of the teacher and other friends.
5. Child participants who have not had their turn to play are ready to observe their friends and evaluate the role of each character played
6. Children reflect on activities together accompanied by the teacher

## **METHODS**

This research use classroom action research (PTK), namely the teacher takes action in a class in order to improve students' abilities in a field. (Sukardiyono, nd) this research design

uses the Kemmis and Mc Taggart models which are outlined in 4 stages, namely planning, action, observation and reflection



**Picture 1.** Stages of Classroom Action Research

This classroom action research was carried out at the Juliandi Islamic School Kindergarten which is located at JL. Usman Siddiq, Percut Sei Tuan sub-district, Deli Serdang district, North Sumatra. The subjects of this research were 12 children from group B. This research was carried out in semester 2 of the 2023/2024 academic year.

The instrument used in this research was an observation sheet on student activities and data collection was carried out by directly observing children's speaking skills and tests on children's speaking skills were carried out in the form of role playing.

**Table 1.** Indicators of Linguistic Intelligence for Children Aged 5-6 Years

NO	Indicator	Observed aspects
1	Dare to take a decision	Children are brave in choosing a character for themselves.
2	Children are able to say words clearly	Children are able to say words clearly.
3	Able to remember names	Children are able to remember the names of the characters and the roles they play.
4	Able to combine words with appropriate expressions	Children are able to combine words with appropriate facial expressions.
5	Able to interact with fellow characters	Children are able to recognize who the friend they are talking to is.
6	Master a new language	Children are able to say the first language they hear clearly.
7	Answer the questions asked	Children are able to answer the

		questions given.
8	Obey the rules in the game	Children are able to obey the rules in a predetermined order.

Data analysis techniques are the methods used to analyze data obtained during research. To calculate the percentage of success achieved by children, it is calculated using the following formula:

$$\text{Percentage: } P = \frac{F}{N} \times 100\%$$

Note: P: Observation results

f : Total score obtained

n : Total score

To obtain the average value, researchers used the following formula:

$$X = \frac{\sum X}{N}$$

Information :

X ; Average value

$\sum x$  : The sum of all child values

$\sum n$  : Number of children

This research is said to be successful if the child's learning mastery in increasing the child's linguistic intelligence reaches 75%

## RESULTS

The success of this research can be seen from the increase in learning outcomes obtained from the implementation of pre-cycle, cycle 1 and cycle 2. The research results that will be presented in this chapter are the results of research in 3 stages, namely pre-cycle, cycle 1 and cycle 2.

### 1. Results of pre-cycle implementation

The pre-cycle was carried out before the researcher provided role-playing learning activities. The pre-cycle was the result of initial observations carried out by the researcher at the Juliandi Islamic School Kindergarten. The results of the pre-cycle assessment on 8 indicators of children's linguistic intelligence are presented in the table below:

**Table 2.** Recapitulation of pre-cycle children's learning activities

No	Indicators of linguistic intelligence	Precycle	
		Score	%
1	Dare to take a decision	12	25
2	Children are able to say words clearly	18	37.5

3	Able to remember names	13	27
4	Able to combine words with appropriate expressions	12	25
5	Able to interact with fellow characters	14	29.1
6	Master a new language	13	27
7	Answer the questions asked	14	29.1
8	Obey the rules in the game	13	27
Amount		109	226.7
Average value		13.6	28.3

From the data in the table above, the initial or pre-cycle data shows that the value obtained before the action was 109 with an average of 28.3%. This shows that the linguistic intelligence of children aged 5-6 years at Juliandi Islamic School Benteng Hilir Kindergarten is not sufficient.

## 2. Results from cycles 1 and 2

From the results of research in cycle I, it shows that children's learning activities are quite good, getting a score of 168 with an average percentage of 43.7%, while in cycle II the score was 307 with an average percentage of 79.9%. This shows that there is a very good improvement from cycle I to cycle II of the indicators applied. Details can be seen in the table below:

**Table 3.** Recapitulation of children's learning activities in cycles 1 and 2

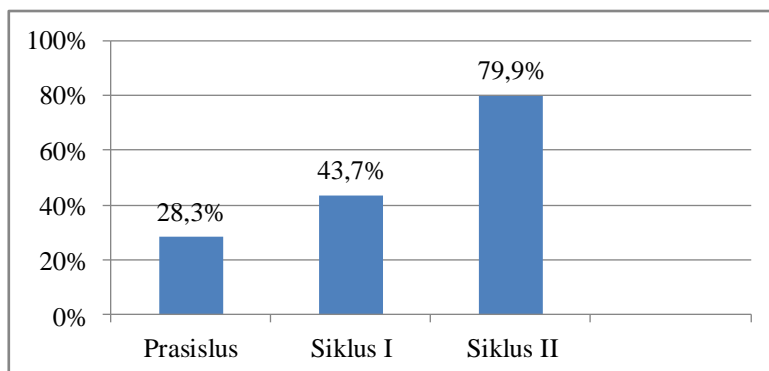
No	Indicators of linguistic intelligence	Cycle 1		Cycle 2		Enhancement	
		Score	%	Score	%	Score	%
1	Dare to take a decision	17	35.4	34	70.8	17	35.4
2	Children are able to say words clearly	23	47.9	41	85.4	18	37.5
3	Able to remember names	21	43.7	40	83.3	19	39.6
4	Able to combine words with appropriate expressions	21	43.7	39	81.2	18	37.5
5	Able to interact with fellow characters	23	47.9	43	89.5	20	41.6
6	Master a new language	20	41.6	34	70.8	14	29.

							2
7	Answer the questions asked	23	47.9	40	83.3	17	35.4
8	Obey the rules in the game	20	41.6	36	75	16	33.4
	Amount	168	349.7	307	639.3	139	289.6
	Average value	21	43.7	38	79.9	17	36.2
		Not good		Good			

Based on the results in table 1, children's linguistic intelligence in the initial or pre-cycle data obtained an average value of 28.3%. This shows that the child's abilities are still very lacking. Observation resultsBased on table 2, it can be seen that children who dared to make decisions in cycle 1 received a score of 17 or 35.4% and increased in cycle 2 to 34 or 70.8%. The increase achieved in children's courage to make decisions was 35.4%. Children stated words clearly in cycle 1 with a score of 23 or 47.9% and increased in cycle II with a score of 41 or 85.4%. The improvement achieved by children in saying words clearly was 37.5%. Children were able to remember words in cycle I with a score of 21 or 43.7% and increased in cycle II with a score of 40 or 83.3%. The increase in children being able to remember names was 39.6%. In cycle I, children were able to combine words with appropriate expressions, getting a score of 21 or 43.7% and this increased in cycle II with a score of 39 or 81.2. The increase in children being able to combine words with appropriate expressions was 37.5%. Children were able to interact with fellow characters in cycle 1, getting a score of 23 or 47.9%. Increased in cycle 2 by 43 or 89.5%. The increase in children's ability to interact with fellow figures was 41.6%. In cycle 1, children were able to master a new language, getting a score of 20 or 41.6%. Increased in cycle II by 34 or 70.8%. The increase in children being able to master a new language was 29.2%. In cycle 1, children were able to answer the questions asked, getting a score of 23 or 41.6%. Increased in cycle II with a score of 40 or 83.3. The increase in children being able to answer the questions asked was 35.4%. Obeying the rules of the game in cycle 1 obtained a score of 20 or 41.6% and increased in cycle 2 with a total score of 36 or 75%. The increase from cycle 1 to cycle 2 was 33.4%.

## DISCUSSION

Overall, the development of linguistic intelligence in children aged 5-6 years in the initial or pre-cycle data obtained a score of 109 or an average value of 28.3%. In cycle I, they got a score of 168 with an average score of 43.7% and in cycle II there was quite a good increase, namely with a score of 307 or an average score of 79.9%. With the increase in children's learning activities after taking action through the role-playing method, Children's linguistic intelligence can be seen to increase in children aged 5-6 years in kindergartnat Juliandi Islamic School Benteng Hilir Kindergarten. Increasing children's intelligence through the role-playing method can be seen in the bar diagram below:



**Picture 2.** Increase in pre-cycle linguistic intelligence, cycle I and cycle II

This shows that role playing can improve the linguistic intelligence of children aged 5-6 years at the Juliandi Islamic School Kindergarten. It can be said that cycle II was a success.

## CONCLUSION

From the results data obtained after carrying out activities up to cycle II, it was found that the linguistic intelligence of each child experienced an increase starting from initial observations before the action was carried out and after the action was carried out in the form of role-playing methods. In the action research learning process, children have different abilities which are influenced by internal and external factors. Internal factors are the child's lack of ability to receive lessons and the child's lack of comprehension. Meanwhile, the child's external factors are the influence of the learning methods and media provided by the teacher. Therefore, role playing is a simple drama that can improve children's linguistic intelligence.

In improving the linguistic intelligence of children at Juliandi Islamic School Benteng Hilir Kindergarten, this can be done using the role-playing method. This role playing method, assisted by media or tools that match the script, will create curiosity in children during the learning process. So, teachers can invite children to tell stories, playing a character in an existing script.

In the initial or pre-cycle data, it obtained a score of 109 or an average value of 28.3%. Cycle I got a score of 168 with an average score of 43.7% and in cycle II there was quite a good increase, namely with a score of 307 or an average score of 79.9%. With the increase in children's learning activities after taking action through the role playing method, children's linguistic intelligence can be seen increasing in children aged 5-6 years at Juliandi Islamic School Kindergarten, Benteng Hilir.

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