



The Influence of Macro Role Play on Expressive Language Skills and Cooperation of 4-5 Year Old Children

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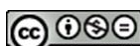
Cooperation;

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ABSTRACT

This study aims to analyze the influence of macro role play on expressive language skills and cooperation in children aged 4-5 years. Playing macro roles was chosen as a stimulation approach because it involves intensive social interaction and provides opportunities for children to express verbally and nonverbal terms. The study was conducted in two groups, namely the experimental group that received intervention playing macro and control groups that took part in conventional learning in Khadijah 114 Kindergarten and TK Khadijah 25, Banyuwangi Regency. Research uses quasi-experimental methods with nonrandomized design of the pretest-posttest control group. Information is gathered by means of observation using instruments that have been tested for validity and reliability. The results showed that playing the role of macro had a major impact on enhancing children's cooperation and expressive language abilities between the ages of 4-5. The experimental group had a rise in the average score of expressive language skills and higher cooperation than the control group. This study contributes to the development of learning methods based on macro role to improve socio-social skills and the ability to communicate children 4-5 years. These results can guide educators and parents in supporting children's development through meaningful and enjoyable play.

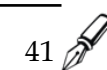


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INTRODUCTION

Early childhood has unique and diverse characteristics according to the stage of development. In this early phase of life, rapid brain development requires the right stimulation to maximize the potential of children (Hartanti, 2020; Madrisah et al., 2020). One important aspect that needs to be stimulated early is the development of language, especially expressive language. Expressive language skills involve the use of verbal and nonverbal communication to express ideas, emotions, and thoughts. Children who are able to speak well are often considered intelligent because they can communicate effectively and build positive social relations (Tarigan, 2019; Wahyudin & Mubiar in Kartika et al., 2020).

Expressive language skills of children aged 4-5 years include the ability to respond to others' words, understand the context of communication, and clearly express their needs or ideas (Steinberg, 1982; Gleason, 1985). These skills are essential in supporting children's overall communication development. According to BSKAP Number 032/H/KR/2024, indicators of achievement in this area include the ability to name and express feelings, illustrate moods, and communicate through various media.



In addition to expressive language, the ability of cooperation is also an important skill that needs to be developed at an early age. Cooperation involves the ability of children to work together in completing group tasks, respecting the opinions of others, and actively contributing to joint activities (Hurlock, 1978; Hasanah, 2020). Early childhood education competency standards set indicators of this skill including playing with friends, completing group projects, and giving awards to friends.

However, the initial observations at the Khadijah 114 Karangmulyo Kindergarten showed that the expressive language skills and cooperation of most children aged 4-5 years were not optimal. Of the 15 children, 10 of them show inadequate results in both aspects. This shows the need for a more effective stimulation strategy to support children's development.

Macro role play is a promising approach in early childhood education, where children take on specific characters using large-sized play tools. This form of play encourages the development of expressive language through both verbal and nonverbal interactions. It also supports social development by fostering cooperation within group activities (Erikson in Halifah, 2020). Moreover, previous studies have shown that macro role play can improve children's independence, storytelling skills, and self-confidence (Madrisah et al., 2020).

The purpose of this study is to evaluate how project-based macro role playing affects children's cooperation and expressive language abilities between the ages of four and five. It is anticipated that this research will help the creation of play-based learning strategies to enhance social skills and early childhood communication by utilizing the concept of "profession" both theoretically and practically.

RESEARCH METHOD

This study employs the quasi-experimental method in a quantitative manner to test the effect of project-based macro role playing on expressive language skills and 4-5 years old children's cooperation. The design used is nonrandomized pretest-posttest control group, where participants are divided into two groups: experimental groups that receive macro role play interventions, and control groups that take conventional learning. The study was conducted at Khadijah 114 Karangmulyo TK and Khadijah 25 Tegalsari TK, Banyuwangi Regency, involving 30 children aged 4-5 years, each of 15 children in the experimental and control group.

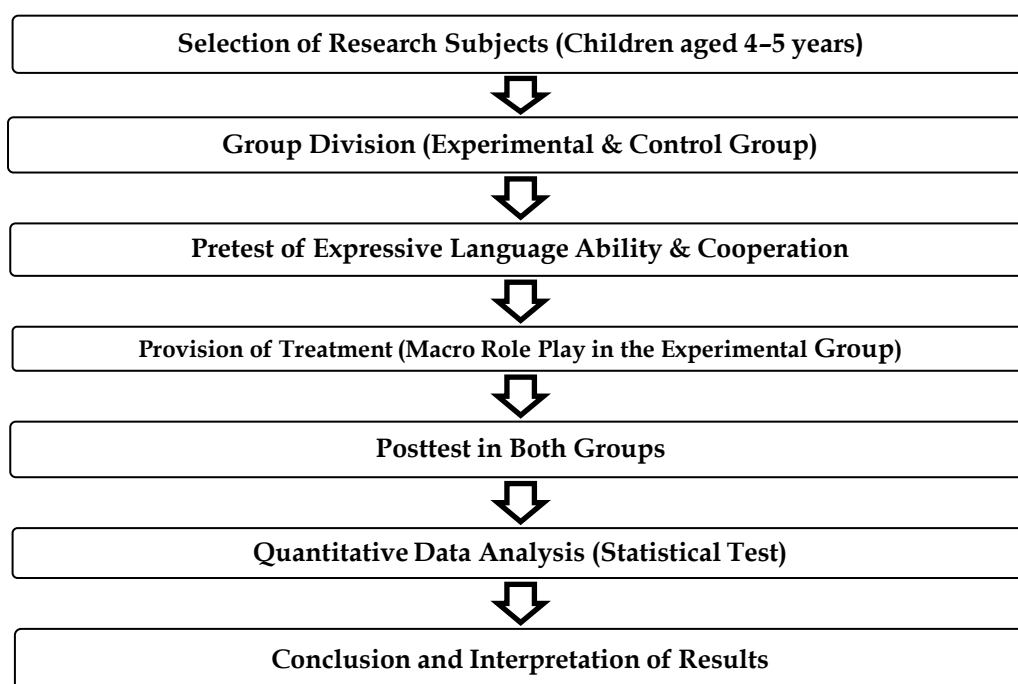
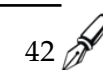


Figure 1. A research flowchart



The independent variables in this study are project -based macro -role playing activities with the theme "profession, while the dependent variable includes expressive language skills and children's cooperation. Data is collected through observation using instruments that have been tested for validity and reliability through expert judgment and inter-risk reliability test. Data analysis is carried out using a parametric or nonparametric test, depending on the results of the normality and homogeneity assumption test results. Comparison of pretest and posttest results is done to measure the increase in ability in both groups, with the calculation of gain scores to determine the effectiveness of intervention.

This study was designed to provide insight into the influence of macro role playing on expressive language skills and 4-5 years old children's cooperation, with data analyzed systematically to produce valid and reliable findings.

RESULTS AND DISCUSSION

The purpose of this study is to evaluate how project-based macro role playing affects the collaboration and expressive language abilities of kids ages 4-5. The outcomes of the data analysis are as follows:

Expressive Language Ability

Descriptive analysis revealed that the experimental group's expressive language skills were higher than those of the control group. The average pretest, posttest, and gain scores for each group are displayed in the following table.

Table 3. Description of expressive language ability data

Group	Pretest (Average)	Posttest (Average)	Gain Score (Average)
Experimental	29,87	35,87	6,00
Control	27,27	28,60	1,33

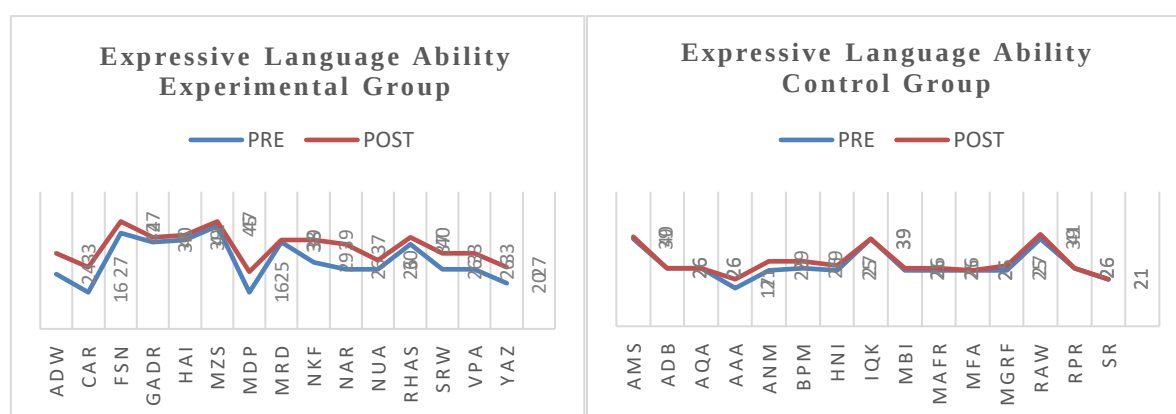


Figure 2. Comparison diagram of expressive language ability of experimental and control groups

Based on Tabel 1 and Figure 1, The results of the hypothesis test using the Mann-Whitney U test showed a p value < 0.001, which indicates a significant influence of macro role-playing activities on expressive language skills.

Cooperation Ability

The increase in cooperation ability was also seen in the experimental group compared to the control group, as shown in the following table.

Table 2. Description of cooperation ability data

Group	Pretest (Average)	Posttest (Average)	Gain Score (Average)
Experimental	16,67	16,67	16,67
Control	16,13	17,47	1,33

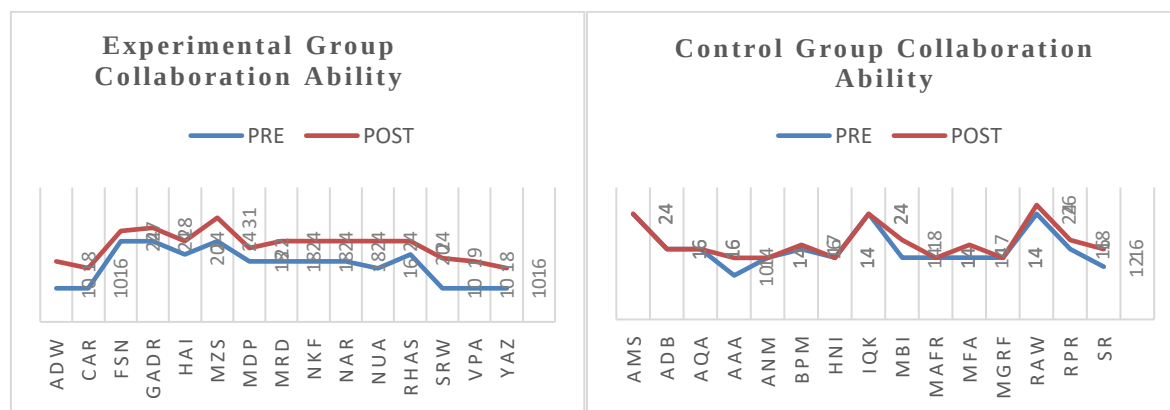


Figure 3. Comparison diagram of the cooperation ability of the experimental and control groups

Based on Tabel 2 and Figure 2, The results of the second hypothesis test also showed a p value < 0.001, which means that macro role-playing activities have a significant effect on the cooperation skills of early childhood children.

The results of this study indicate that macro role play is effective in improving expressive language skills. This activity creates social interactions that encourage children to speak, answer questions, and express ideas verbally and nonverbally. For example, the average gain score on expressive language skills in the experimental group reached 6.00, while in the control group it was only 1.33. This is in line with Erikson's theory which states that social interaction supports children's language development.

Cooperation skills also increased significantly through macro role play activities. Children learn to collaborate in completing tasks, share roles, and help each other. This increase can be seen from the average gain score of the experimental group of 5.93, much higher than the control group which only reached 1.33. This finding supports Hurlock's (1978) theory about the importance of active participation and social interaction in developing cooperation.

CONCLUSION

This study concludes that:

- This study found that macro role play had a significant effect on improving expressive language skills and cooperation in children aged 4–5 years. Children involved in this activity showed development in vocabulary mastery, sentence structure skills, and courage in communicating. In addition, there was an increase in social interaction, such as sharing roles, respecting opinions, and showing empathy.
- The implications of these findings indicate the importance of integrating macro role play in PAUD learning to support children's language and social-emotional development. This strategy is also relevant to creating fun, contextual, and meaningful learning in early childhood education institutions.
- For further research, it is recommended to expand the scope of the study with a longer intervention duration and a wider variety of role play methods. Further research can also examine the impact of this method on other aspects of development such as creativity, social intelligence, and critical thinking skills in early childhood.



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