IMPLEMENTATION OF THE SIUUL MODEL IN DEVELOPING SPEAKING SKILLS THROUGH ROLE-PLAYING CENTERS IN CHILDREN AGED 4-5 YEARS AT SPSN Bale Playing Abdi Praja Cilincing North Jakarta

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Abstract
Early childhood development is an important period starting from 1000 days of life to 5 years where synapses develop rapidly so that there needs to be the right stimulus to support and improve their abilities, especially in speaking with the SIUUL model. This study aims to determine the improvement of speech skills in children through the siuul method in the role-playing center in group B at SPSN Bale Play Abdi Praja. This type of research is classroom action research. The subjects of the study were Group B students aged 4-5 years SPSN Bale Play Abdi Praja, Cilincing District, data on speaking ability were collected through observation activities. The type of research in this PTK paper is classroom Action Research with 3 three cycles. The 1st cycle was observed and played with hand and finger puppets during role-playing activities. Results based on the results of the research action obtained results in the 3rd us cycle which was 86.6%. With the results of 13 children who developed or Developed as expected from 15 children.

Keywords: SIUUL Method, Speaking Ability, Role Playing Center

1. INTRODUCTION

In essence, early childhood develops very rapidly where the child will grow and develop in all aspects of development but does not escape the participation of adults who provide stimulus to every aspect of child development in accordance with the standard level of Child Development Achievement or STTPA.

So early childhood education as the spearhead or initial foundation in facing the next level of education as stated in the SISDIKNAS Law No.20 of 2003 that "Early childhood education is a coaching aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education."

In accordance with the National Education System Law above early childhood 4-5 years still needs to receive stimulus support or appropriate educational stimuli, especially the ability to speak in the aspect of children's language development.

In Watini's opinion in that (Lectura & Lectura, 2021) "The nature of education is an activity performed by adult in charge for counseling, fostering, briefing, and developing potentials of children so that they will develop optimally and they can live in the future based on their potential." The nature of education is an activity carried out by adults who are in charge of counseling, coaching, debriefing, and developing children's potential so that they develop optimally and they can live in the future based on their potential." (Sri Watini, 2020) Also posits that " Early childhood learning requires a different methodology than learning requires a unique and creative methodology. The role of a Teacher is very necessary in educating children and explore the potential of Student. Early childhood learning requires..."
a methodology different from learning requires a unique and creative methodology. The role of a teacher is indispensable in educating children and exploring the potential of students. Early childhood learning requires a methodology different from learning requires a unique and creative methodology. The role of a teacher is indispensable in educating children and exploring the potential of students.

According to researchers, the researchers discuss how children do not yet have confidence and the opportunity to develop themselves in speaking opinions and telling stories about what they think and feel. Then it is necessary to have a space with fun activities by exploring and stimulating the ability to speak early childhood.

From the Opinion in abag the researcher argues that interaction through communication is how the child talks and listens to the environment of the people around him. That the more the child has the opportunity to interact with the people around him, the more developed his ability to interact with the orang -people in his environment in this case the School Environment, namely his friends in the class. And activities that can support the development of speech skills during role-playing are mediation or learning models that can be a forum for children to develop their talents and interests, especially the ability to speak “Watini also said that through play activities can attract interest in learning in children " (Sri Watini, 2020).

In the implementation of the development of aspects of potential that exist in children, it is carried out with the principle of playing while learning to sing and move so that it can attract children's interest in learning " Development of Language (speaking) skills in Early Childhood. According to Watini in expressing his opinion "That there are three stages of children to facilitate the entry of information, namely "Listening, writing and seeing to advance the experiment itself? From some of the opinions above, researchers state that the ability to speak in children can be developed through activities, namely: Listening, seeing, reading and writing. So that the ability to speak can use the SIUUL Simak Ucap Ulang method. The child's speech ability can be heard how the child recites adult words when the teacher performs apperception by reading a storybook and explaining the rules of the game, and the child understands the teacher’s commands so that the child carries out activities according to the concepts that have been given by the teacher. Then the SIUUL model that can be applied in play activities in the Role Playing center. And it is included in the development of Language in early childhood.

According to Watini in expressing his opinion "There are three stages of children to facilitate the entry of information, namely "Listening, writing and seeing to advance the experiment itself? According to (Sri Watini, 2020) the opinion in the journal (Fahitah.I. & S.Watini 2021) States that the general characteristics of the child's ability to be able to speak in children aged 4-5 years are as follows: 1). The child's ability to speak well .2). Executing three oral commands in a row correctly 3). Using conjunctions such as :d an,because ,but 4) Listening and retelling simple stories in an easy-to-understand order, mentioning gender and age names .5) Expressing more than three sentences 6) Knowing the picture, the simple form it sees. According to the (Sri Watini, 2021) Expressing that (Watini, n.d.) speaking is conveying ideas that use articulation or words used to convey the intention through words about ideas, ideas and feelings that exist in the child.

According to Yuliani in (Udjir & Watini, 2022) arguing that play is a spontaneous activity where a child uses other people or objects around him happily, voluntarily and imaginatively. Argue that play is a necessity for all children, especially for children who are in the range of 3-6 years. Researchers agree with the two opinions above that play is a fun activity for children and play is a necessity and becomes a concept and method that has been recognized by experts that through play children will easily develop talents, interests, and stimulate children to think logically, and be creative and innovative. Meaningful play, of course, requires media and activities that are directed but still prioritize the principle of early childhood play so as to get the results of achieving child development according to their age stages.

In (Watini, 2020a) Language Skills children can be developed through play activities. Play is a learning tool for early childhood, through play children can get to know and interact with their environment in order to meet the needs of growth and development (Beaty in Mahaendrawani, 2022)
According to (Adijah, Sulaeman and Solihin, 2019) that the grouping of language development into two, namely listening and speaking. (Lectura & Lectura, 2021). Most students have not been able to connect words, string letters into words, and have not been able to read correctly. So it is necessary to change the concept and strategy of presenting learning so that students are able to understand the mathematics to be taught. Langi, Tahir & Idris in (Ayuni & Watini, 2022)

According to (Watini & Efendi, 2018) the opinion in (Watini, n.d.) "ASYIK design, a learning design, especially in early childhood through initial excitement, core excitement and final activity activities in which there are elements of 3B Singing, Playing and moving as well as having unique singing and yel-yel and awards to float children's competence in learning. Opinion in ASYIK design a learning design, especially in early childhood through (Watini & Efendi, 2018) learning design, especially in early childhood through initial (Watini, n.d.)

learning design, especially in early childhood through initial activities, core activities and final activities in which there are elements of 3B Singing, Playing and moving as well as having singing and yel-yel and unique awards to develop children's competence in learning. Opinion in (Watini & Efendi, 2018) ASYIK design a learning design, especially in early childhood through initial excitement, core excitement and final activity activities in which there are elements of 3B Singing, Playing and moving as well as having singing and yel-yel and unique awards to float children's competence in learning.

In the journal (Adawiyah & Watini, n.d.) Robertson and Lang d expressed his opinion that "Indirect learning has characteristics one of which is to demand the active involvement of the child in making observations, investigations, conclusions making and the search for alternative solutions. In the Journal (Watini, 2019a) Slameto also argues that "Learning is a process of acquiring a new overall change in behavior as a result of one's own experience in interacting with one's environment."

By playing a fun language development, namely speaking to children aged 4-5 years and being stimulated and exploring how the child speaks, argues, imitates or re-pronounces the words he hears through the Center to play one of them. According to (Watini, 2021) in the Journal ATIK (Watini et al., n.d.) stands for Amati, Tiru, Kerjakan (ATIK ). (Yunita & Watini, 2022) argues in (CC & Watini, 2022) early childhood journals is a time when children are in the process of developing in all aspects of their life, namely cognitive, language, motoric, social-emotional, artistic, moral, and religious aspects.

SIUUL stands for Simak Ucap Ulang, can be done with various activities and activities chosen by the researcher is Play in the Role Playing center. According to the researchers themselves, the center is currently widely open and has become a learning model that is widely used by early childhood institutions. As stated in the (Anita yus, 2015) Journal (Watini, et al., n.d.) the principle of learning in early childhood in Kindergarten is to learn through and play while.

This opinion is also strengthened by the many opinions of experts and the SISDIKNAS Law number 20 of 2003 which has been written above regarding the Implementation of Early Childhood Education. As is the case according to the Director General of Early Childhood "The foothold is a capricious support adapted to the development of This opinion is also strengthened by the many opinions of experts and the SISDIKNAS Law number 20 of 2003 which has been written above regarding the Implementation of Early Childhood Education. Likewise, according to the Director General of Early Childhood "A foothold is a capricious support that is adjusted to the development achieved by the child which is used as a foothold to achieve higher development". (Paud, Director General, 2006 in Watini, 2020).

As already outlined in the opinion of the Director General of Early Childhood about the footing of playing in central activities or BCCT As explained in more detail according to that the footing (Paud, Director General, 2006 in Watini, 2020) used in the Paud center model consists of four footings, namely: 1) the footing of the main environment 2) the footing before playing 3) the footing during the main 4) the footing after the main. The Sentra model can be an alternative to the PAUD Modern learning model of the Center and when the circle is a development of the Montessori, High Scope and Regio Emilio methods that focus activities in centers or areas to optimize all children's intelligence (9 deep plural intelligences (KB and RA PAUD, Istiqlal, 2006 in Hasanah & Harmawati, 2020).
According to the (Firyati, 2016) opinion in the journal (Damayanti & Watini, 2022) states that Language Development is very close to language skills, language development at an early age is a time when children are easily stimulated and at this time is a very appropriate time to develop children's language skills. In the School Curriculum, the ability to listen (listening), speaking (speaking) reading (reading), and writing (writing) are 4 aspects of language skills. (Yulianti, 2021).

Jean Piaget posits that "the child builds his own knowledge through an ongoing relationship with the environment and adapted to the stage of development of the child. Agreeing with another opinion of Lev Vygotskiy also posits that knowledge is not obtained by being transferred from another person, but rather from something built and created by the child. Both opinions focus on the ability of children who are able to explore themselves and build their own knowledge by being given the opportunity to play through stimulus support and facilities in supporting their play activities. As stated by the (Fitriana 2018, in Afianti, &Lubis, 2021) child is the perpetrator in a process. From some of the opinions above, it discusses how bermian activity can support the development of children's intelligence from various aspects, especially language in accordance with the implementation of the SIUUL model in developing speech skills through the excitement of playing centers in early childhood (Indah Puspita Sari & Priyanti, 2022).

In the opinion of Bredkamp & Copple states that all learning for children starts from percepts, seeing, hearing, touching, feeling, and, touching in journals (Rodiah, Watini, 2022). In (Watini, 2020b) Robertson and Lang expressed their opinion that indirect learning has characteristics, one of which is to require active involvement of children in making observations, investigations, drawing conclusions and finding alternatives. Early Uisa Child Education is a basic education organized to develop skills and self-development.

According (Bakhti, 2015) to cooking class activities are activities carried out to develop cooking skills by making and using real ingredients and the results can be enjoyed directly by children (Sole Babys & Watini, n.d.). In (Watini, 2019b) put forward by (JR. David) "a plan method or series of activities designed to achieve educational goals" which means "a learning strategy can be interpreted as a planning that contains a series of activities designed to achieve certain educational goals". So that it becomes an evaluation for educators or teachers, in order to be able to explore their play through various activities provided by the teacher, one of which is the SIUUL model in developing speaking skills through role-playing center games that are fun for children. The center learning model is a type of circle model in dividing activities through density or variety of play consisting of 3 or 4 activities so that children can choose activities according to their interests. But a less spacious room does not affect the process of role-playing activities. The arrangement of classes can be adjusted and the center can be adapted to the conditions of the school, either materials, or the area of space.

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This research was carried out at the end of the odd semester of 2022/2023 which began with the preparation of planning, assessment instruments or observations, then processing data or reporting processes and reflections. The research place is SPS NEGERI Bale Play Abdi Praja Cilincing North Jakarta. With research subjects group B students aged 4-5 years. The research method used by the authors is Class Action Research (PTK) With the research subjects of group B students aged 4-5 years totaling 15 children. Boys are 9 people and Girls are 6 people. The research site at SPSN Bale Play Abdi Praja Cilincing North Jakarta. Data collection was carried out through observation sheets and documentation, and interviews. with 3 (three) Cycles.

Table 1 Assessment Indicators

<table>
<thead>
<tr>
<th>ASSESSMENT INDICATORS</th>
<th>Activity documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of activities both pre Cyclular action</td>
<td>Apperception activities before the footing of the game in the center, the teacher explains the concept of the theme, with the lecture method and the The teacher prepares to compile the media that will be used by children in role-playing activities</td>
</tr>
<tr>
<td>Capability assessment indicators in the Model re-say</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1 the SIUUL model
2. RESULTS AND DISCUSSION

Based on a survey conducted on pre-Action is 42%. At the beginning of the implementation of the Action cycle 1 the success rate of achievement of the development of speech ability in children aged 4-5 years is 53.5% or 8 children who have reached from 15 children. With the results that have been obtained and carried out reflections, the researcher makes planning. In the implementation and action of this 2nd cycle, the researcher performs the action by preparing or setting a playground for the role playing center. It begins with the teacher’s perception of reading an illustrated story according to the theme of learning. Then when children played at the center with 3 kinds of play activities, observation data with results of 73.3% and the results of the number who achieved the development of speech ability through the SIUUL model (see re-speech) as many as 11 children who achieved development or BSH Developed as expected, about 4 children who had not developed or 2 children who began to develop and 2 children who had not developed. With these results the researcher carries out planning after reflection to better obtain more maximum research results. Because there is a fairly good development. So an observation action was carried out in the 3rd cycle with the results of data collection obtained as much as 86.6% with the number that has reached as many as 13 children who have reached development and 2 children who have not developed their speech skills. And with the final result in cycle 3 of 86.6%, the researcher decided to process the existing data with the following data details:

Table 2 Observation results (Peach action)

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking progress indicator</th>
<th>Pra tindakan</th>
<th>Siklus I</th>
<th>Siklus II</th>
<th>Siklus III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Capabilities in the Reword Listen model</td>
<td>42%</td>
<td>53.3%</td>
<td>73.3%</td>
<td>86.6%</td>
</tr>
<tr>
<td>2.</td>
<td>Using objects as a medium in speaking</td>
<td>42%</td>
<td>53.3%</td>
<td>73.3%</td>
<td>86.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Creating something according to his own ideas related to various problem solving</td>
<td>42%</td>
<td>53.3%</td>
<td>73.3%</td>
<td>86.6%</td>
</tr>
</tbody>
</table>

Discussion

In this study with the title Implementation of the SIUUL model in developing speech skills through role-playing centers in children aged 4-5 years, researchers collected data that was described as follows:

1. **SIUUL** stands for SImak Reucap
2. Through the SIUUL Model (Simak Ucap Ulang) then the ability to speak in early childhood is very well developed, children get more new vocabulary then talk to friends better and with the correct articulation and intonation.

3. The SIUUL model can be done when the teacher performs apperception or explains through the method of speaking or by means of lectures by using picture books as a medium and children listening while listening to what the teacher conveys. The application of the SIUUL model occurs when the child plays a role both micro and macro, such as the child starting to choose a doll or choosing a puppet stage to play and act out what they want to play. So that the SIUUL model can be implemented properly in developing speech skills in early childhood.

4. The SIUUL model plays a role in the final activity, namely recalling how the children answer when the teacher asks Back or reviews the activities that have been carried out from beginning to end.

5. Play Roles with all the media that has been prepared by the teacher. So that the SIUUL model implemented in role-playing center activities with all activities in it strongly supports the development of speech skills of children aged 4-5 years. That by listening and observing or listening the child will obey the commands and understand what is conveyed by the teacher and the concepts that have been conveyed by the teacher.

3. CONCLUSION

The development of speech skills in early childhood needs the right stimulus with the implementation of the SIUUL model (Simak Ucap Ulang). Teachers must have maximum expressive speaking ability or competence, articulation and language used standard, with correct intonation so that when implementing SIUUL Simak Ucap Ulang is able to make children or students able to develop their speech skills. The role-playing center needs to be set up properly according to school conditions. Using various media that are in accordance with the concept of playing in the Role Play Center so that it supports and can explore in children talking, asking, answering and arguing. Classroom management also affects children's interest and enthusiasm for learning. Teachers become facilitators and observers of children's play activities in the classroom. With the implementation of the SIUUL model (Simak Ucap Ulang) children interact with their friends by talking, as well as imitation or imitating the way of speaking, intonation or facial mimics expressively so that the SIUUL Model is able to develop early childhood speech skills.

REFERENCES


