

Mastery of 4-5 Years Old Children Vocabulary in Role-playing Activities at the Role Play Center

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Abstract— Children learns language through a pleasant learning experience in kindergarten. This study aims to describe the vocabulary mastery of children aged 4-5 years in role-playing activities in the Role Play Center. This type of research is descriptive qualitative. The study was conducted at Tiara Chandra Kindergarten located in Bantul Regency, Yogyakarta for 2 weeks. The instrument used to collect data is observation and documentation sheets. Observation of vocabulary mastery is observed through oral language skills that appear when the child starts a conversation and responds in each role-playing activity in the Center of Playing Role, the ability to initiate conversation and the ability to respond in conversation reveals that role-playing activities create many opportunities to develop vocabulary mastery through oral language skills in children aged 4-5 years at the Role Play Center rather than in the regular class or other centers.

Keywords— *children, play center, bantul regency.*

I. INTRODUCTION

The world of children is the world of play, which is a world full of spontaneity and fun. Something the child does is full of enthusiasm when it comes to a pleasant atmosphere. Children will hate and stay away from unpleasant situations. Playing offers the best learning experience and remains a priority in early childhood education [1]. Supporters of early childhood education believe that children learn naturally through games [2]. Minister of Education and Culture Regulation of the Republic of Indonesia Number 146 of 2014 concerning 2013 Curriculum Early Childhood Education emphasizes the importance of playing for children which states that early age is a time when children spend most of their time playing, therefore learning in Early Childhood Education is carried out through playing and activities that contain the principle of play [3]. In early childhood education, playing becomes a place to develop aspects of child development, one aspect of this development is the development of language.

Playing in early childhood is free play and games, various types and development of early childhood play. One of the early childhood plays is playing drama. The drama is called "children's work" because it is through the game that children learn how to interact in their environment, find their interests, and get cognitive, motoric, speech, language, and social-emotional skills [4]. Playing can make an important contribution to language learning [5]. Many of these investigations have found that language can thrive when children interact with adults and peers in a fun way [6], [7],

[8]. But today, many early childhood educators recognize seeing a decrease in play in language stimulation activities. Time is spent on academic concepts, not on development and facilitation of language growth Kirkland & Patterson in [9], even assessment of language of preschool children is currently limited to letters and writing in order to read and write. Likewise, current early childhood education policies emphasize that very often preschool experiences become formal experiences because of the idea that preschoolers must prepare children for primary school. As a result of increased testing of high risk and narrowing of the curriculum [5].

Language cannot be separated from vocabulary. Vocabulary or vocabulary is all words contained in a language. Vocabulary is an important part of language. Vocabulary mastery can affect one's language skills. Likewise, the ability of someone to use and learn a language is much influenced by their vocabulary. Language can function for someone if someone's language skills increase. A person's language skills increase when the quantity and quality of vocabulary increases.

But in reality in kindergarten sub-district Pity on children aged 4-5 years the ability of children to add vocabulary is still low. There are still many children who are not fluent in speaking. For example, when the teacher invites children to play chain messages, they cannot replicate the word order mentioned by the teacher and have not been able to mention the words just heard. Children also stammered when telling their activities before leaving for school in a simple way in front of the class. 8 out of 10 teachers stated that there were still many children who were embarrassed when telling stories because of the limited vocabulary, the words used by children were still careless, and understanding of the meaning of the words of children was still low. In this study, researchers will describe how the process of playing sociodrama in the role-playing class in supporting the ability of vocabulary mastery of children aged 4-5 years.

Due to a decrease in play in preschool classrooms and there is a need to explore games, oral language, and their interactions to add to the collection of early childhood education research, especially related to play and language development. Research related to games and language has been conducted in Sri Lanka by Rajapaksha in [10] investigating how sociodrama play is used to promote oral language skills in preschool children in the context of Sri Lankan preschool classes. The findings of the study can

provide preschool teachers with information-based research that helps them combine oral language experience with sociodrama games to create meaning experiences that drive instruction that is appropriate to development through sociodrama games.

Nonetheless, the research was conducted in a classical class which does not naturally show activities in children playing roles spontaneously, plus sociodrama is more as a meaningful activity which in the dialogue has scenarios about social problems. In this study, the same researcher will look at activities related to drama but rather look at the child's normality to play a character role, namely the application of drama play activities performed in Role-playing centers in a central learning model, where children naturally play role roles every day. without children deliberately the child is playing a role-playing in daily activities. In this study, focusing on Role-playing centers for children aged 4-5 years. Role play is chosen because it provides opportunities for children to play a role, while sociodramas play role roles but more on social themes where problems must be determined, situations are formed, characters are formed and players are directed.

Role-playing activities become a characteristic in the center learning model, namely at the Center for Role-playing. It can be seen, there are various kinds of learning models in kindergarten, one of them is the Center Learning Model. Sentra can be interpreted as a place prepared by the teacher for children's play activities. Through a series of play activities, the teacher drew up the learning material that had been compiled. In learning centers there are various centers, one of which is the Role Play Center. The role-playing center can be developed naturally with various activities around the child's environment, especially regarding family role-playing. This is one way that children can learn not only knowing themselves, but can recognize and portray other people so that children can socialize with their friends, and can familiarize children so that children can communicate with other people who are already in a small family and wide community.

Role play is an important experience that supports the child's overall development; cognition, social, emotional, and language. Smilansky and Shefatya in [11] as Phelps followed developed a role-playing assessment tool and used this tool to observe children. He found that children's ability to play roles is directly related to the expression of better words, richer vocabulary, higher language comprehension, better problem solving strategies, more curious, the ability to see other people's perspectives better, intellectual abilities higher, playing with more friends, decreasing aggression, more empathy, more imaginative, longer attention span, greater attention ability, and more conversational tasks. This research was conducted with the aim of describing how the vocabulary mastery of children aged 4-5 years when children play a role in the role-playing center. Based on the problem identified, the research question is:

- How do the role-playing activities take place at the Role Play Center?

- How is the ability of vocabulary mastery of children aged 4-5 years through role-playing activities in the Role Center?

The rest of this paper is organized as follow: Section II describes the notion of promoting vocabulary growth in early years. Section III describes the materials and proposed method. Section IV presents the obtained result and following by discussion. Finally, Section V concludes this work.

II. PROMOTING VOCABULARY GROWTH IN EARLY YEARS

This section presents the promoting vocabulary growth in early years

A. *Vocabulary Development Of Early Years*

Language is a verbal system. It consists of words and rules for managing words and changing them [12]. Understanding oral language is the ability to listen to spoken language and respond with understanding [12]. Piaget in [13], emphasized the importance of playing in children's cognitive development as a way of assimilating new information and consolidating experience through symbolic means. Piaget admits that playing is not just for fun but can be an important learning tool for developing language. A child learns to use language and represent objects with pictures and words. The teacher, therefore, needs to be aware of the child's ability and level of development to regulate appropriate assignments [2].

More than Piaget, Vygotsky in [7] distinguishes between development and learning with the 'proximal zone of development' (ZPD). According to him, 'the proximal development zone is the distance between the actual rate of development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Vygotsky in [7] emphasizes the importance of language in learning and views learning as a reflection of culture and community where students live. language helps to organize thoughts, and children use language to learn and to communicate and share experiences with others [14]. In each culture, language learning occurs through daily interactions and sharing experiences between adults and children [7]. This interaction arises in play situations that create context for cultural and linguistic learning, exploration and socialization [15]. Children learn to talk through social interactions and read and write through interaction with educated and adult children, Dyson [16] in ZPD. When children learn to speak through social interaction, then when children receive and obtain information through these interactions, the child will automatically obtain a variety of new vocabulary words that will be formed. Vocabulary is so important for language development. Early vocabulary powerfully predicts children's later language development, reading skills, school-readiness, and academic success [17],[18]. For example, Storch and Whitehurst in [19] found statistically significant indirect effects of preschool oral language skills (e.g., receptive and expressive vocabulary) on reading

abilities in Grades 1–4. Also, rates of early vocabulary growth predict the structure of children’s brains years later, with changes in cortical regions relevant to continued language development.

Research on vocabulary acquisition suggests that word learning is facilitated through six principles: (1) frequent exposure, (2) capturing the child’s interest, (3) interactive and responsive environments, (4) meaningful context, (5) diversity of words and language structures, and (6) leveraging of grammatical knowledge particularly emphasize the value of systemic exposures to new words and a variety of tasks that invite children to truly engage with the words.

Theories and research on vocabulary acquisition inform approaches to support the early vocabulary development of young ELs. Vocabulary is acquired through two primary routes: incidental encounters with words in discourse and texts, and explicit instruction. Incidental exposure is a powerful route for preschool oral language development through “fast mapping,” or the learning of word meanings from single incidental exposures to new words in conversations [20]. This incidental learning depends on exposure to a language rich environment in which these new words are used in varied oral contexts. Consensus is that most vocabulary in elementary-age children is acquired incidentally, through exposure to words in written contexts [21], [22], [23]. It is estimated that of the approximately 3,000 words that children learn in each school year, almost 90% are learned through incidental exposure in reading contexts. Vocabulary mastery is very important in language, the richer the vocabulary possessed by a person is the greater the person’s skills. According to the ability of vocabulary mastery is divided into two groups, namely: receptive and productive vocabulary mastery:

- Receptive mastery is the process of understanding what is spoken by others, receptive is defined as passive mastery.
- Productive mastery is the process of communicating ideas, thoughts, feelings through linguistic forms. Vocabulary mastery in activities and daily life has a very large role, because the thoughts of a person can only be clearly understood by others if expressed using vocabulary.

Recent data from Fuller, *et al.*, [24] indicate that pre-kindergarten programming that is academically oriented (i.e., which spends significant amounts of time emphasizing oral language skills and preliteracy skills, as well as math concepts) is associated with greater gains in children’s language and math skills than those seen for children in home-based care or less academic-oriented programming. Such research further suggests that incorporating high-quality support for language development is a key ingredient in maximizing the benefits of early education Part of high-quality support for vocabulary growth involves addressing the many aspects of what it means to know a word well. Vocabulary knowledge can be conceptualized as being along a continuum from not understanding a word’s meaning to having a deep understanding, and vocabulary interventions and assessments differ in the level of knowledge targeted. Although many efforts to improve

children’s word knowledge and the word gap focus on presenting many new words efficiently, children show greater depth of vocabulary knowledge when they engage with new words in extended and varied ways.

B. Role Play to further Support Vocabulary in Role Play Center

Play might be another particularly effective component for vocabulary interventions. Play is often inherently interesting, interactive, and meaningful for children, and the interdisciplinary science of learning literature indicates that learning is maximized through such meaningful and socially interactive learning environments in which children are active and engaged? Skill-specific curricula often embed focused academic instruction within play, and studies suggest that these curricula are more effective than less targeted approaches in promoting the relevant academic skills. Prior studies on vocabulary growth have found positive effects of coupling reading and playing. Indeed, suggested that one of the few areas where play had a demonstrable effect was in language learning. What prior studies have not explored is the comparative and unique effects of different types of post-reading play activities on preschoolers’ word learning.

Active learning is one way for students to achieve deep learning not only in the retention of facts but by remembering and conceptualizing experiences. “Students must participate mentally, as opposed to passively listening to a lecture or unthinkingly following directions”. Active learning is not just classroom activities for the purpose of making class interesting. It includes techniques designed to have students experience and remember facts, concepts and feelings. “Although active learning is sometimes used synonymously with hands-on learning, it is more than activities for their own sake”. Defines active learning in the following way: “The process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas”.

A teacher would not consider using anything but active learning for new entrants at school level. Whether it be learning to count from one to ten or learning to tie shoe laces, it is difficult to imagine a kindergarten teacher achieving either of those objectives by lecturing the five-year-old or writing notes on the board describing how to do these tasks. Teachers would commonly use techniques such as: “. . . use an analogy, sing a song, trace letters, or other active strategies”. At what point is it that teachers believe students start to learn better by passive learning rather than by being involved in active learning? “By the time students reach professional-level classrooms, there is almost an exclusive reliance on traditional didactic lectures”.

There is various modems of learning in Kindergarten, one of them is Learning Center Model. Sentra can be interpreted as a container prepared by teachers for children’s play activities. Through a series of play activities, teachers stream the learning materials that have been prepared. In learning centers there are various kinds of centers, one of which is Sentra Main Role. Role play centers can be developed naturally with various activities that exist around

the child's environment, especially about playing the role of the family. This is one way that children can learn not only knowing themselves but can recognize and portray other people so that children can socialize with their friends and can familiarize children so that children can communicate with other people who are already in a small family and wide community.

In the role-playing center there is activity stimulating the development of learning in the form of role-playing. Role-playing supports active learning for children.

Role play is an important experience that supports the development of the child as a whole; cognition, social, emotion, and language. Smilansky and Shefatya in [11] as Phelps followed developed a role-playing assessment tool and used this tool to observe children. He found that children's ability to play roles is directly related to the expression of better words, richer vocabulary, higher language comprehension, better problem solving strategies, more curious, the ability to see other people's perspectives better, intellectual abilities higher, playing with more friends, decreasing aggression, more empathy, more imaginative, longer attention span, greater attention ability, and more conversational tasks. Describe the value of role-plays in teacher education: "Pedagogically sound scenario-based role-plays are activities with a specific learning outcome designed to create a realistic learning experience for participants.

Children learn how to use movements and words to designate real events and / or people in sociodrama games. This may eliminate nervous tension that can inhibit language learning, and help pay attention to how to produce sound, use grammatical structures, or master the use of social language. Therefore, in sociodrama games, language can take the simplest forms such as sound or speech or perhaps more sophisticated that creates one of the important contexts in preschool classes that support oral children's language development. However, playing with objects of literacy and routines in socio-dramatic dramas can influence children's interest in teaching language and literacy explicitly in teacher-directed contexts, perhaps making them more attractive to young children.

III. MATERIAL & METHODS

This section presents the material used and the proposed method.

A. Data

The approach used in this study is a qualitative approach. This is because the data collected in the form of mastery of words spoken by preschoolers in the age range of 4 - 5 years in the Role Play Center. A qualitative approach is chosen because this study uses social interaction to obtain data from data sources naturally. The source of this research data is the children of RA Tiara Chandra Group A aged 4 - 5 years in the Main Role center with a total of 8 children. The data of this research are descriptive, meaning that the vocabulary which is the main data of this research is the source of the description that describes the vocabulary mastery of children aged 4-5 years when playing a role in the role-playing center. Therefore, the method used in this study is a

qualitative descriptive research method. Qualitative descriptive research method is considered appropriate to describe systematically, factually, and accurately about the vocabulary mastery of children aged 4-5 years.

In this study the researchers acted as observers of the participants and the presence of researchers in the field was known by the research subject. In addition, researchers are key instruments that plan, implement, interpret, and conclude data. Data in this study were collected with using observation techniques (see capable involvement), documentation techniques (recording techniques, and note-taking techniques) and interview techniques. The data analysis of this research was conducted qualitatively.

The instrument used is an observation sheet used during role-playing interventions to see the mastery of children's vocabulary. Observation focuses on two subcategories, namely the ability of children to start conversations and the ability of children to engage in conversation properly. Researchers remain on the field notes after each session in the intervention. This field note includes a description of the physical settings, sights, and characters, children's behavior, and their oral language skills. Another instrument used was the interview sheet after the intervention as a process of creating meaning, with the aim of knowing the role-playing learning process in the center playing the role of children's vocabulary mastery in the Role Play Center.

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

a) Role Centers In Tiara Chandra Kindergarten

Role Play Center in Tiara Chandra Kindergarten is a center used in learning activities through role-playing methods that are integrated in all aspects of child development. In the role play center, children can develop aspects of language, art, cognitive, moral, motor physical and social emotional religious values which are all simulated through integration in children's activities through role-playing. Role play every day is carried out according to the sub-theme given.

The Role Play Center in Tiara Chandra Kindergarten is a means that can give children freedom in playing a role. Role-playing is a practice of children in real life activities, allowing children to imagine themselves in the future and create conditions in the past. Research has shown that role-playing supports the development of creativity, a series of memories, acceptance of vocabulary, concepts of family relationships, and self-control of children.

The role-playing center in TK Tiara Chandra was designed bigger than other centers, because it was indeed in the center of playing war that the activity was designed by the child to be free to play and not fixated on a chair and table. The role play room is 7 × 4 meters which is adjusted according to the ideal portion of the number of children who average 8-10 children, as depicted in Figure 1 below:



Fig 1. Role-playing Center

b) Role Play Activity Process in the Role Center

TABLE I. THE LEARNING PROCESS AT THE CENTER OF ROLE-PLAYING IS DIVIDED INTO THE FOLLOWING

No	Activity	Setting	Time Duration
1	Washing hand, Greetings, and Singing	Circle Time	10 minutes
2	Praying and Recitation Surah Al Quran	Circle Time	20 minutes
3	Questions and Answers about sub themes	Circle Time	20 minutes
4	Activity discussion at the center	Circle Time	15 minutes
5	Look at the center setting	Setting Sentra	10 minutes
6	Core Activities: Role-playing Activities	Setting Sentra	70 minutes
7	Teacher Review	Setting Sentra	10 minutes
8	Tidying up the center	Setting Sentra	10 minutes
9	Rest and eat snacks	Circle time	10-15 minutes
10	Discussion of 1-day activities and the day after tomorrow	Circle Time	15 minutes
11	Closing (Praying and Singing)	Circle Time	10 minutes

From Table I above, role-playing activities in the role play center are adjusted to the sub themes and plans for implementing weekly learning. The teacher acts as a preparation for center settings and equipment or properties used in role-playing (see Table II). The teacher gives an overview of the sub-theme activities, the rest of the children will express according to their desires through their role in role-playing activities. There are no scripts or scenarios given by the teacher, only giving directions about sub-themes that will be integrated in a role play.

TABLE II. ROLE PLAY ACTIVITY SETTINGS

No	Theme	Setting	Activity	Tools
1	Market	-Food and beverage sales place - Place for selling vegetables - Place for sale of toys and stationery	- Buy goods - Selling goods - Bid for goods	Tables, food (toys), drinks (toys), stationery, dolls, cars, goods price tags
2	Hospital	Registration place -The waiting room	- Register patients - Examining patients	Stethoscope, injection, medicine, money, check

		-Examination Room - Pharmacy		sheet
3	Restaurant	-Places to eat -Kitchen -Cashier - Receptionist	- Order food / drink - Pay for food / drink - Write order menu - Cooking food	Tables, food (toys), drinks (toys), paper money, menus

TABLE III. PROPERTY IN ROLE-PLAYING

Setting  Cashier Cash register and cashier	Restaurant Menu  List Food and beverage menus used for writing stimulation
Toy Selling Items:  Dolls Dolls for toy sales (The teacher on the previous day asked the child to bring one doll to school so that it could be collected a lot, the items brought in accordance with the sub-theme's needs, the child carrying things from the house such as the required items were not met at school)	Selling Goods: Food and  Beverages Food and drinks made from plastic for goods sold in restaurants

Based on the Table III above. For the division of roles, in one day there is one sub-theme, the child gets their respective roles, and will take turns in 20 minutes, such as the first 20 minutes the FA becomes the first buyer, 20 minutes later the FA will play a Vegetable Seller, this is the child's spontaneity without there is a necessity that the child will play the role of A or B. The role of the child in the role-playing activity is briefly shown as in Table IV below:

TABLE IV. ROLE OF CHILDREN IN ROLE-PLAYING ACTIVITIES

No	Child's Name	Theme		
		Theme: Market	Theme: Hospital	Theme: Restaurant
1	FA	Buyer 1	Patient 1	Koki 1
2	LUB	Buyer 2	Ibu Patient 1	Koki 2
3	GEN	Buyer 3	Patient 2	Koki 3
4	YAH	Buyer 4	Ayah Patient 2	Waiter 1
5	FIQ	Clothes Seller	Receptionist	Waiter 2
6	ASY	Food & Beverage	Receptionist	Teller

		Seller		
7	ASH	Seller of Stationery and Toys	Nurse	Buyer 1
8	BAY	Vegetable seller	Doctor	Buyer 2

c) Variety of Vocabulary Children aged 4-5 Years at the Role Play Center

The quantity of Indonesian vocabulary in each child is different from one another. Quantity of Indonesian vocabulary mastered in Tables V and VI:

TABLE V. VARIETY OF CHILDREN'S VOCABULARY THAT APPEARS

No	Child's Name	Noun Vocabulary	Adjective Vocabulary	Verb Vocabulary
1	FA	Bread, fish, donuts, fishing rods	Lazy, expensive, fierce, stingy, sick,	Buy, make, drink, check, make, eat, drink
2	LUB	Grape, small dolls, soup,	Spooky, angry, tired	Checking, giving, making, selling
3	GEN	Bus, pendicaps, spoon, plate, fruit,	Disgust, Dirty	Snack, buy,
4	YAH	Apples, nuts, ice cream, donuts	Tired, lazy, happy	Pay, buy, ask
5	FIQ	Money, food, trash can, medicine, recipes, hospital, salad,	Crowded, patient, angry, silent, sad, lost	Open, buy, pay, request, waiting in line
6	ASY	Ice cube, glass, sharpener, tip x	Dirty, good, tasty, short	Order, bribe, walk, lay down
7	ASH	Cabbage, spinach, tayo, drawing book, storybook	Sweet, bitter, rough, sick, pain	Shop, taste, give, write, cry
8	BAY	Ruller, sharpener, eraser	shame, angry, wry, coughing, sick, warm	Ask for, make, carry, love

TABLE VI. CHILDREN'S CONVERSATION



LUB: "Please order, write the menu"
 YAH: "Order ice cream, peanuts"
 GEN: "Written by YAH's menu"
 FIQ: "The menu is the name of the food sold"
 LUB: "Right. First written YAH "

YAH: "(Writing Ice Cream and peanut) My mother used to write like this when I bought meatballs near the school"
 GEN: "I also want to go to the Mall and write this first"
 (Children add information about the meaning of the word "menu")



ASH: "Which one do you want to buy?"
 FAI: "Buy this, but my money is only this"
 ASH: "This one pays with blue money"
 FAI: "I lost a lot of money"
 ASH: "Lost where?"
 FAI: "I use buy fishing rods, donuts"
 ASH: "That's your money out"
 (Missing, I mean FAI is used to buy elsewhere. FAI then said that the FAI money was exhausted. At first ASH thought it was missing "money was stolen or fell somewhere")



ASY: "I want to buy big clothes?"
 FIQ: "Please, this is big, this too (shows)"
 GEN: "The skirt for the party"
 FIQ: "What party?"
 GEN: "My brother's birthday"
 ASY: "The party is eating?"
 GEN: "Yes, happy"
 FIQ: "So what do you want to buy?"
 ASY: "This one"
 GEN: "The red one"
 FIQ: "I bought a discount because I bought two"
 ASY: "What discount?"
 FIQ: "Said ma'am Teacher if you buy 2 is cheap"
 ASH: (Saying from the side) "Discounts are discounted, so it's not expensive, like in the Mall"
 FIQ: "Yeah, like at the Mall. This costs IDR 30,000 to be paid to IDR 20,000. "(In determining the price, FIQ asks the teacher first)
 (in this conversation, children get knowledge of the meaning of "Discount")

B. Discussion

According to behaviorism, the ability to speak and understand a language by a child is obtained through stimuli from the outside environment. So, a relationship can be drawn that development child's vocabulary also depends on the input the child receives from outside. The environment influences the ability of receptive and productive language which automatically affects the child's vocabulary mastery. The Main Role Center becomes an environment that facilitates the development of children's language, various kinds of activities are practiced directly and there is a child's interaction so that the child is not just passively listening to the teacher or friend but is directly involved in various kinds of conversations. others, children are only passive but when in the Main center the role of the child is much more active and confident that is dared to speak, ask questions, and respond to the speaker. On the gender side, a significant difference was found between children boy and girl. The quantity of Indonesian vocabulary controlled by girls mostly shows more numbers rather than the quantity of various Indonesian vocabulary mastered by boys. This shows that in girls' verbal abilities are more superior to boys. Even Santrock explained that children women are superior in some verbal areas such as ability find synonyms of words and verbal memory while boys exceed girls in quantitative and visual spatial abilities. In this study, there were more girls who were long-winded when talking to their interlocutors, girls also more often followed other women's opinions. For example, when 1 girl chooses to choose white clothes, the other child will also have the same prefers. Girls also ask questions more specifically, while boys are more straightforward and simpler. This view is enough to clarify the results of this study, that children women speak a little better than boys. Compared with girls, in its development boys are slower. In addition, the sentences of boys are shorter, and vocabulary is spoken less than girls. During the research process girls are more dominant in speaking and speaking. When playing even more girls express their feelings compared to boys.

In this study, three-word classes that often appear in role-playing activities in the central role-playing classes are noun words, verbs and adjectives. The word noun class occupies the most number controlled by a child. This is in accordance with Gentner's research which states that the child controls the noun with the greatest number of words others. The noun word class that appears *ice cube, glass, sharpener, tip x (liquid pen correction), money, food, trash can, medicine, recipe, hospital, salad, etc.*

In this study, in addition to the noun word class, children master verbs, most verbs that are controlled by preschoolers are related to daily activities or actions performed by children. The vocabulary includes *wake up, read, cook, work, buy, and lari*. The vocabulary belongs to the basic form verb category. Basic form verbs have independent meanings even though they are not affixed with affixes. In addition, basic verbs have the potential to form other verbs by adding affixes to the basic verb. For example, from a built, read, and cooked vocabulary, it can be formed into *Build, reading, and cooking*. In this study there are still many children using basic verbs, when children can say “

I want to buy clothes”, but the child said “*I want to buy clothes”*. Vocabulary related to the adjective category in children's speech preschool ages include sweet, bitter, rough, sick, sore and so on. Sweet vocabulary, bitter, rough, sick, sore, tasty, and angry include basic adjective forms. In accordance with the characteristics of adjectives, the vocabulary has the potential to join no, more or very large particles. Even so, both children have a variety of vocabulary types a lot of Indonesian language or a little in the use of language Indonesia as a second language, still interfered with in Javanese vocabulary as the child's first language. This is because children live in the environment most of the people use Javanese as a means daily communication. So, it has become a common reality for the acquisition of a second language very strongly influenced by the first language. As well with Javanese as the first language (B1) owned by ten children Preschool age studied is always present on the sidelines of children's speech when they speak using Indonesian (B2). This is not wrong when viewed from the point of view of children who are still in the process of learning understand the second language.

Children's language is the language between which is part of a stage for a child to reach language proficiency. Most children show significant ability to respond in conversation from the beginning. This positive trend is identified from the first theme. The following conversations in the first theme show the involvement of the children in responding in the conversation. It is further known that GEN is not trying to respond to what the teacher is talking about with HBB. However, during the theme of the market, the situation is changing. GEN starts responding in conversation better.

The ability of children to respond in conversation also varies with their interest in imitating roles. What's more, it is observed that when children get used to the game, they show a greater tendency to respond in conversation. The above conversation is again an example for that. Nevertheless, observe that the teacher directs some of them to respond in conversation and continue it. Conversation followers in the Market theme provide further evidence. Children who do not participate in the first theme show a slight increase in response to a conversation at first. However, it is gradually visible that they show better involvement in responding to conversations rather than starting a conversation. The following reflections from teachers further illustrate the gradual increase of children in response to a conversation.

Children have more involvement in today's session in Dispensary. They are heavily involved in the conversation. So many children respond to the conversation. (Teacher's reflective journal, 01.12.2014) It was identified that the majority had the opportunity to respond to conversations in sociodrama play interventions. When children love the role their ability to respond in increased conversation suggests that certain roles taken by peers and by adults, Neuman & Roskos in [8] have an impact on their language during the role of play. This capability is evident in most children. Further demonstrated in this sociodrama play intervention, children have many opportunities to improve their spoken

language skills in fun activities, since it is fun to allow opportunities to try different ways children can incorporate elements of language without having to be too worried about the consequences of making a mistake.

V. CONCLUSIONS

The Role' Playing Activities are implemented in a Role Play center and there are limitations in terms of generalizations. The Role-playing intervention is implemented at the Center for Role-playing to create an environment that is rich in language and offers many opportunities to develop oral language skills in children, especially for children who rarely communicate in class activities so the children can have many opportunities to develop their vocabulary. The ability of children to respond to a conversation develops from the beginning when the ability to start a conversation takes more time and involvement in the game. The level of participation in the role-playing, children's interest in imitating roles, themes and facilitation levels provided by the teacher have an influence on the development of vocabulary during the role-playing activity. Vocabulary mastery that appears in more children is 3 vocabulary variants namely nouns, verbs and adjectives. The comfort of the child when playing the role of making the child active in interacting with other friends, arises the feeling of other friends to help also when other children are difficult in capturing a vocabulary meaning. The conclusions are made from this study will add to the insight of the development of vocabulary mastery in children and a center of learning model that is the center of role-playing to become an alternative for kindergarten.

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