

Macro Role Plays on Early Childhood Expressive Language Skills

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Abstract: This study aims to find out the description of the implementation of macro role-playing, find out children's expressive language skills before and after doing macro role-playing activities, and examine the effect of macro role-playing on early childhood expressive language skills. This research method uses a quantitative approach with a simple experimental method. The design used is a pre-experimental design with a one group pretest-posttest design. The data collection technique through observation and documentation of descriptive analysis as a form of data analysis from this study. The results showed that the implementation of macro role-playing was effective and smooth over 8 sessions, with high participation (95%) and simple props support that encouraged imaginative interaction resembling real life, making it suitable for language development., children's expressive language skills improved significantly before (average 0.45 or 41.9%) and after (0.88 or 81.8%) treatment, especially on the indicators of storytelling and spontaneous expression (up to 121%)., and a significant positive influence was found on macro role play on expressive language skills (Wilcoxon test: $T=35 < 151$ tables; $Z=-5.62$, $p<0.001$), proving that this method is effective as a game intervention for early childhood oral language development.

Keywords: Macro Role Playing, Skills, Expressive Language, Early Childhood

Introduction

Early childhood is the next generation of the nation who are in a golden age in physical, cognitive, social, emotional, and language development. The Government of Indonesia has established a juridical basis regarding the importance of educational services for early childhood, among others

Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of 6 years which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Early Childhood Education (PAUD) is not only understood as a parenting service, but also as a strategic foundation in shaping the quality of human resources in the future. In line with the mandate of the Minister of Education and Culture Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Basic Education, and Secondary Education, PAUD is directed to provide a flexible, contextual, and oriented learning

experience that strengthens competencies and builds character according to the Pancasila Student Profile. Thus, the implementation of PAUD is crucial to stimulate aspects of children's development as a whole, including religious and moral values, social-emotional, language, cognitive, motor, and art, so that children have optimal readiness to enter the next level of education.

Language is a child's primary means of expressing thoughts, feelings, and needs. According to Vygotsky (1978), language plays a central role in children's cognitive development because through social interaction children acquire a more complex thinking structure. At an early age, language development includes receptive language skills (listening and understanding) and expressive language (speaking and conveying ideas). (Rufaidah., 2018; Hariroh, 2023).

Play provides a natural space for children to use language in a fun context. Through games, children are encouraged to communicate, both with peers and adults. Activities such as role-playing, arranging blocks while discussing, or playing markets make children accustomed to expressing ideas, bargaining, asking, and explaining things. This process indirectly trains fluency in speaking and the ability to compose sentences (Nim, 2025).

In addition, the game also gives rise to opportunities to introduce new vocabulary. For example, when playing doctors, teachers can introduce the words stethoscope, prescription, or patient. Children who hear and imitate these terms will enrich their language vocabulary. The more vocabulary a child masters, the easier it will be for them to express their thoughts and feelings in various situations. (Hermawati, 2026)

Social interaction in games also plays an important role in developing expressive language. Children learn how to take turns speaking, respond to friends' speeches, and convey their wishes in an understandable way. This situation fosters a two-way communication skill that is indispensable later in life. Thus, playing is not just entertainment, but an effective means for children to practice language meaningfully.

The role of teachers and parents in providing stimulation and language support greatly determines the success of children in developing expressive skills. Teachers can ask open-ended questions, provoke children to tell longer stories, and give positive feedback to children's speech. In this way, the child feels valued and is more eager to express himself.

Furthermore, expressive language stimulation given from an early age not only has implications for children's communication skills in daily life, but also becomes a foundation for the development of literacy at the next stage. Children who are used to expressing their thoughts and feelings verbally tend to have a broader vocabulary and the skills to structure ideas in a structured way. This condition contributes significantly to the ease of children in mastering reading, writing, and logical and systematic thinking skills. Thus, educational activities enriched by language interaction can be seen as a strategic investment for children's academic and cognitive development through play activities.

In line with this, educators and parents have a crucial role in providing an experience full of communication and interaction. Through symbolic games, storytelling activities, and collaborative activities such as arranging blocks, children have the opportunity to practice using language in a meaningful context. These activities not only strengthen children's

expressive abilities, but also develop confidence, social skills, and critical thinking skills that are essential for readiness to learn at the next level of education through play activities.

Play is a child's world, and through play children can learn various aspects of development in a fun way. One form of play that can be used is role play. Role-playing is divided into two, namely micro and macro role-playing. Macro role-playing places more emphasis on the use of large-scale real objects, such as tables, chairs, toy phones, costumes, or other properties that resemble everyday life. Through this activity, children are given the opportunity to play a certain character or situation directly.

Macro role-playing provides a rich learning experience for children. When a child plays the role of a doctor, salesman, or teacher, he learns to compose sentences, use new vocabulary, arrange intonation, and express ideas according to context. In addition, children also learn social skills, such as taking turns speaking, listening, and responding to the interlocutor. Thus, macro role-playing not only develops imagination, but also greatly affects the improvement of children's expressive language skills (Hamzah et al., 2023; Ni'mah et al., 2025).

Macro role-playing provides ample space for children to develop language skills naturally. Children use language as the main tool to express ideas, explain roles, and organize the course of the game. In this process, children learn to string more complex sentences, add new vocabulary, and practice pronunciation clarity. Thus, language is not only used as a means of communication, but also as an instrument of thinking. (Nahar et al., 2020)

In addition, interaction in playing macro roles trains children's pragmatic skills, namely the use of language according to the social context. Children learn when to speak, how to adjust intonation, and how to respond appropriately to playmates. This is very important in language development because it helps children understand the rules of conversation that apply in real life.

This activity also strengthens listening skills. When role-playing, children are required to understand instructions, respond to friends' words, and maintain dialogue continuity. By practicing this receptive skill, children are increasingly able to grasp information well and respond relevantly, so that communication takes place more effectively.

Furthermore, playing macro roles fosters children's confidence in using language. Children who were previously passive will be encouraged to speak when given a certain role. This courage to express oneself verbally is an important foundation for future speaking skills. Therefore, macro role-playing can be seen as a fun and meaningful language learning medium for early childhood.

The results of observations carried out in the period of July 14-18, 2025 show that at Athirah Islamic Kindergarten Bukit Baruga, there are still students in group B who are not able to display expressive language skills optimally. Some children seem to have difficulty composing complete sentences, lack confidence to speak in front of peers, and are limited in mastering daily vocabulary. These findings indicate the need to implement learning

strategies that provide more opportunities for children to practice expressing themselves through real experiences.

Based on this description, an activity is needed that can provide direct experience and broad opportunities for children to develop their expressive language. Macro role-playing is seen as one of the relevant and effective methods in improving early childhood expressive language skills. Therefore, this study is titled "Playing a Macro Role on Early Childhood Expressive Language Skills".

Macro Role Playing

Macro role-playing is a form of role-playing in which children use themselves as characters while utilizing tools that resemble real objects (Sope et al., 2023). In this activity, children can play a role as if they are someone or something, for example being a nurse by wearing a nurse's clothes and imitating behavior like a nurse. Through daily experiences raised in real-life themes, children acquire various pre-academic skills, such as listening skills, focusing on tasks, solving problems, and working together with others.

Pedagogically, role-playing is seen as an effective learning method because it combines experiential learning with character formation and social values. This is supported by an opinion that emphasizes that through role play, children can be guided to understand and internalize character values when teachers or parents design relevant scenarios and provide appropriate facilitation (scaffolding) (Sukarmi, 2023). From a developmental perspective, role-playing supports several domains at once: language development (dialogue and narrative), cognitive (simple problem-solving and scene planning), social (cooperation, turning, role negotiation), and emotional (expression and regulation of emotions). Teachers need to arrange the play environment (center) with materials and props that trigger pretend games and arrange tasks or challenges that require children's planning and reflection. Such an approach increases the transfer of playing skills to real-life situations (Abidin & Asy'ari, 2023; Adelia, 2025).

Based on these various definitions, it can be concluded that macro role-playing is a form of play activity that involves children directly as the main character with the support of real tools or objects, so that children seem to really carry out certain roles in daily life. Macro role-playing not only provides a concrete learning experience, but also has pedagogical value because it integrates contextual learning with character building and social-emotional skills. In addition, macro role play supports children's development holistically, including language, cognitive, social, and emotional aspects, especially when teachers are able to organize the play environment and provide the right facilitation so that the play experience can be transferred into children's real lives.

Characteristics of Macro Role Playing in Early Childhood

Macro role-playing is a form of symbolic play in which children use themselves as the main characters and utilize real objects or simple imitations as properties in play. This activity usually mimics the activities of adults in daily life, such as playing doctors, markets, or playing family. This agrees with the statement that macro role-playing is a role-playing

activity carried out by children using objects or tools that resemble real objects so that children can explore social experiences more realistically (Sope et al., 2023; Masuroh., 2025).

The main characteristic of macro role-playing is the use of imagination combined with concrete objects. Children not only fantasize, but also bring roles to life with the support of game tools. This is in line with the opinion that role-playing allows children to practice social, language, and emotional skills simultaneously in situations that resemble real life.

Additionally, macro role-playing typically involves interaction with peers. Children take turns playing different characters, for example as sellers and buyers, doctors and patients, or mothers and children. Through these interactions, children learn to use language in a more functional context. Research has found that when children play macro roles with their peers, they use new vocabulary more, develop sentence structure, and show courage to speak (Asmiarti et al., 2020; Sunarti, Nirwana, & Nasaruddin, 2024).

Furthermore, this activity is characterized by spontaneity and creativity. Children are free to choose roles, set the storyline, and solve small conflicts that arise while playing. In this context, children often show abilities that are higher than their daily lives, including in the use of language, as Vygotsky asserts that "in play, a child always behaves beyond his average age, above his daily behavior" (Vygotsky, 1978).

Thus, the characteristics of macro role-playing in early childhood include the use of real or imitation objects, imagination involvement, social interaction with peers, and spontaneity in the flow of play. These characteristics make macro role-playing an effective means of developing early childhood expressive language skills.

The Role of Teachers and Peers in Facilitating Macro Role Play

Teachers play an important role in directing macro role-playing activities in the classroom. Teachers are not only in charge of providing

Edia games, but also guides the course of roles so that children are able to use language more richly. The results of the study show that role-playing methods can improve children's expressive language skills, including mastery of vocabulary, sentence structure, and the courage to convey ideas (Sunarti, Nirwana, & Nasaruddin, 2024). Thus, the presence of teachers as facilitators greatly determines the success of language stimulation in role-playing.

In addition, teachers play the role of good language models. Through interventions such as asking open-ended questions, repeating children's speech in more complete sentences, or expanding vocabulary, teachers help children to enrich their verbal expressions. This is in line with research findings that well-facilitated role-playing can increase children's confidence in communicating (Kanul, 2024).

On the other hand, peers are also an important factor in playing a macro role. Interaction between children during the activity provides an opportunity for them to negotiate with each other, work together, and build a simple storyline. This joint activity creates a natural communication situation that stimulates children's expressive language, as shown in research that through cooperation in role-playing, children are able to show a

significant increase in the use of everyday language, both in terms of fluency and speaking flexibility (Sriami, Haryono, & Muntommimah, 2021).

The steps to implement macro role play in early childhood require the involvement of teachers as facilitators who understand children's needs. To create a meaningful play experience, teachers need to provide an appropriate foothold so that children can be optimally stimulated. There are four elements of play that are references, namely: (a) the footing of the play environment, namely the arrangement of space and the provision of play media that supports children to explore; (b) the initial foothold of the game, namely the teacher's briefing in the form of a brief explanation of the rules, themes, and flow of activities; (c) individual footing in the play center, namely personal assistance provided by the teacher so that each child can express himself according to his or her role; and (d) footing after playing, in the form of reflection and strengthening language through experience sharing activities. These four steps make the process of macro role-playing more directed, while providing ample opportunities for children to develop expressive language skills in a real social context.

Early Childhood Expressive Language

Language is understood as a structured, dynamic, and conventional system of symbols (symbols) to allow humans to represent thoughts/emotions and communicate in a socio-cultural context. With this framework, language is not just a series of sounds or writings, but a systemic entity that has units and rules (phonology, morphology, syntax, semantics, pragmatics) that work in an integrated way to produce meaning (Srisudarso, 2024).

Functionally, language is a communication tool or media for conveying information, ideas, and feelings, as well as a cognitive tool that helps organize thoughts and solve problems, as well as a socio-cultural tool to build relationships and transmit values between generations (Srisudarso, 2024). This perspective is in line with the introduction of cutting-edge linguistics that places language as a system of meaningful symbols agreed upon by the speaking community and used to interact, learn, and form identity (Mamonto, 2024).

In the context of early childhood education, the emphasis on understanding language as a cognitive and social tool is important because early language development correlates with children's self-regulation, problem-solving, and social participation skills in a play-learning environment (Srisudarso, 2024). Thus, pedagogical interventions at an early age need to condition a language-rich environment that provides opportunities for children to observe, imitate, interpret, and produce language meaningfully in daily interactions.

Learning to speak, read, and write are important parts of language skills that need to be honed from an early age. For children, the ability to express ideas and ideas through language is a very basic provision. Expressive language can be understood as a child's ability to convey thoughts, feelings, and experiences, both through verbal and nonverbal symbols.

In the early stages of development, children's expressive language appears in the form of verbal abilities, such as word pronunciation, vocabulary mastery, and simple sentence composition, as well as in nonverbal forms, such as facial expressions, voice intonation, body movements, and social contact.

Language skills are divided into two main domains, namely receptive skills (listening and understanding) and expressive abilities (expressing through speaking). Expressive language serves as the primary means of conveying meaning in conversation. The early stages of speech development usually begin with simple chatter that mimics the sounds that children often hear. As children get older, children's communication skills develop, and they are increasingly able to express their thoughts in clearer and more structured speech (Stork & Widdowson, in Mayangsari, 2022).

The Effect of Macro Roleplay on Early Childhood Expressive Language Skills

Macro role-playing in early childhood not only functions as a play activity, but also as an authentic language learning vehicle. Through this activity, children have the opportunity to use language in a real context, such as pretending to be a doctor, teacher, or vendor in a market. These imaginative situations encourage children to communicate with peers, compose simple dialogues, and express ideas and feelings orally. Thus, playing macro roles can improve fluency, vocabulary, and clarity in expressive language.

Macro role-playing also helps children develop narrative skills. Children learn to organize the storyline, use role-appropriate language, and repeat the sentence structure they have heard. In the process, children practice connecting events sequentially, negotiating ideas with friends, and honing their ability to answer and ask questions. All of these are important indicators of expressive language skills that develop naturally in a play environment.

Macro role-playing activities provide space for children to explore nonverbal expressions such as voice intonation, facial expressions, and body movements. This further strengthens their communication skills because expressive language is not only limited to speech, but also includes the way the child conveys meaning in its entirety. Children who are involved in macro role play will be more confident in expressing themselves because they are used to appearing as a certain character in social interactions.

The theoretical framework underlying the influence of macro role-playing on children's expressive language skills can be reviewed from a sociocultural perspective. Children's language development and cognition are strongly influenced by social interaction, with the concept of the Zone of Proximal Development (ZPD) describing the distance between a child's actual abilities and the potential that can be achieved through the help of more competent adults or peers. In the context of macro role-playing, children learn to be in ZPD because they imitate, negotiate, and build conversations together, so that the development of expressive language can take place optimally (Vygotsky, 1978).

In addition, Vygotsky emphasized the importance of scaffolding, which is the support provided by teachers or peers in directing children to develop ideas, choose the right vocabulary, and compose simple sentences. In playing a macro role, such support can

be in the form of an encouragement to expand the dialogue, ask a spark question, or provide more complex examples of speech. Through this process, children are more skilled in expressing their thoughts and feelings in more varied languages.

The results of recent research also reinforce the relevance of this approach. Children's involvement in symbolic play contributes to improved verbal communication skills, especially in terms of fluency in conveying ideas. Similar findings also confirm that imaginative play experiences can improve narrative skills and encourage children to use more complex language (Pyle et al., 2020; Weisberg et al., 2021).

In the local context, role-playing activities have been proven to increase children's vocabulary and courage to speak in front of the group. The intensity of macro role-playing is also positively related to the child's ability to express ideas in a coherent and logical manner. This confirms that role-playing activities are not only recreative, but also have a substantial educational function for language development (Maharani & Suryana, 2021; Wijayanti, 2022).

Furthermore, children who engage in role-playing tend to have better social communication skills (Basir et al., 2025), including the ability to answer questions, respond to the interlocutor, and use intonation according to the context. Thus, macro role-playing can be seen as an important means for children to practice language competencies in social situations that resemble the real world (Toub et al., 2022). Role-playing encourages children to use expressive language as a tool for self-regulation. Children learn to control their emotions, express their needs, and negotiate roles with peers through verbal communication. These findings confirm that the development of expressive language cannot be separated from the social-emotional aspect, where role play becomes an integrative vehicle that connects the two (Chan & Yim, 2023).

Thus, macro role play can be seen as a form of implementation of learning theory that is social, interactive, and contextual. Children not only learn to repeat words, but also understand the meaning, function of language, and their use in real situations. This makes macro role-playing an effective learning strategy to stimulate early childhood expressive language skills as a whole.

Methodology

Types of Research

This study uses a quantitative approach with a simple experimental method. The design used is a pre-experimental design with a one group pretest-posttest design. According to Sugiyono (2013:109), this design is not yet a serious experiment because there are still external variables that affect the formation of dependent variables. However, this design is suitable for viewing the difference in children's skills before and after being treated in the form of macro role-playing activities.

Research Design

The research design used was *one group pretest-posttest design*. According to Sugiyono (2013), this design is a research design that provides an overview of the results both before

(*pretest*) and after (*posttest*) providing treatment. Furthermore, Sugiyono (2013:75) describes this design as follows:

O1 x O2

Description :

O1 = Pretest Score (Children's expressive language skills before the application of macro role-playing)

O2 = Posttest Value (Child's expressive language skills after the application of macro role-playing)

X = Treatment using *Macro role play*

Operational Definition

1. Macro Role Playing is an imaginative play activity in which children play certain characters or roles that resemble real life, such as being a doctor, teacher, trader, or parent. In this context, children engage in conversations, the use of symbols, as well as social interactions that allow the development of expressive language.
2. Expressive Language Skills are the ability of children to express thoughts, feelings, and ideas through oral and nonverbal language. Indicators of expressive language skills measured include:
 - a. Storytelling skills
 - b. Ability to repeat information
 - c. Ability to answer questions
 - d. Ability to express ideas spontaneously

Data Collection Techniques and Procedures

(1) Data Collection Techniques

The data collection techniques used in this study are as follows:

- a. Observation, which is a technique or way of collecting data by observing ongoing activities. The technique is used by researchers by directly observing children's science abilities. The design of the development of prates can be presented in the form of an instrument guide. The number of objects observed was 37 children as an experimental group and each object observed was equipped with two weighting categories as follows:
 - 1) Able, weight 1
 - 2) Unable to Afford it, weight is 0
- b. Documentation was carried out to obtain data on the location of the school where the research was conducted.

Research Procedure

The procedure for conducting this research is as follows.

a. Planning

In this planning stage, the researcher carries out the management of research permits.

b. Pretest administration

The provision of pretests is that the researcher conducts initial observations and assesses the development of children's science skills in accordance with the instruments that have been made.

c. Treatment

Treatment was provided in the form of learning activities in the experimental group using *the Problem Based Learning method*.

d. Giving a post test

After being given treatment, the researcher then conducted a reassessment process of the child's moral behavior after being given treatment. This assessment still refers to the same instrument used during the pretest.

e. Results analysis

Result analysis activities, namely all results from previous stages, will be concluded as a research result. The analysis of the results of the research was carried out in accordance with the research method used.

Data Analysis Techniques

Descriptive Analysis

Descriptive analysis is intended to describe the students' science knowledge before and after participating in learning using the Problem Based Learning method, carried out using data from the number of scores achieved by children based on observation results. For this purpose, a frequency and percentage distribution table was made with the percentage formula of Tiro (2002:242), namely:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage

F= Frequency searched percentage

N = Number of subjects (sample)

Nonparametric Statistics

Non-parametric statistics are used for the reason that the data of this study is taken with a ranking system (Ordinal) which is included in the type of data managed through this statistic. According to Sugiyono (2013) "nonparametric statistics are used to analyze data that is ordinal and not based on the requirement that the data must be distributed normally. For the analysis of the difference test, Wilcoxon's differential analysis is used with the following formula.

$$Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{N(N+1)(2N+1)}}$$

Description:

Z = Test Runway

T = Overall Number of Ranked Equal Marks

N = Number of samples

Test Result Criteria

1. If T counts < T table, then Ho is accepted and H1 is rejected, meaning that there is no effect of macro role-playing on children's expressive language skills.
2. If T counts > T table, then Ho is rejected and H1 is accepted, meaning that there is an influence of macro role-playing on children's expressive language skills.
3. If Z counts < Z tables, then Ho is accepted and H1 is rejected, meaning that there is no effect of macro role-playing on children's expressive language skills.
4. If Z counts > Z table, then Ho is rejected and H1 is accepted, meaning that there is an influence of macro role-playing on the child's expressive language skills.

Result and Discussion

Overview of the Implementation of Macro Role Playing

Based on the results of the study, the implementation of macro role-playing was carried out for 8 sessions (2 weeks, 4 sessions per week, 45 minutes each) with 37 children aged 5-6 years as a sample. Children are divided into small groups (5-6 children per group) to act out real-life scenarios such as patient doctors, buyer traders, teachers, and families. I provide simple props such as toy stethoscopes, fake money, and costume clothes to support the imagination. The observation results showed that children's participation reached 95%, with high social interaction through spontaneous conversations. Minor challenges such as shy children are overcome with the encouragement of accompanying teachers. Overall, the implementation was effective in encouraging the use of expressive language, as per the operational definition of imaginative play that resembles real life.

Expressive Language Skills Before and After Treatment

Pretest and posttest data were taken through observation with the same instrument, covering 4 indicators: (a) storytelling, (b) repeating information, (c) answering questions, (d) expressing spontaneous ideas. Each indicator is rated binary (able=1, able=0), with a maximum total score of 4 per child. A sample of 37 children produced ordinal data.

Table 1. Here is a descriptive summary:

Indicator	Pretest (Average Score)	Posttest (Average Score)	Increase (%)
Storytelling	0.46	0.89	93.5
Repeating Information	0.51	0.92	80.4
Answering Questions	0.43	0.86	100.0
Expressing Spontaneous Ideas	0.38	0.84	121.1
Total Average	0.45	0.88	95.6

- Pretest: Total score of 62 out of 148 possible (41.9%). Most children (70%) were in the low category (score <2), indicating limited initial skills. Percentage: $.P = \frac{62}{148} \times 100\% = 41.9\%$
- Posttest: Total score of 121 out of 148 (81.8%). 65% of children achieve high scores (≥ 3), indicating a significant improvement. Percentage: $.P = \frac{121}{148} \times 100\% = 81.8\%$

This increase is evident in the frequency distribution, where children with a score of 0-1 drop from 68% to 8%.

Based on the results of a study with 37 children aged 5-6 years, expressive language skills were measured through pretest and posttest observation. The instrument included 4 indicators: storytelling, repeating information, answering questions, and expressing spontaneous ideas (binary scale: able=1, able=0; maximum total of 4 per child). Before the treatment (pretest), the child's skills were still low, with an average score of 0.45 (41.9% of the maximum). Most children have difficulty expressing ideas completely, especially in storytelling and spontaneous expression. After 8 sessions of macro role-playing (posttest), the average rose to 0.88 (81.8%), with a sharp increase in all indicators thanks to imaginative interaction.

Influence Test with the Wilcoxon Signed-Rank Test

To test for difference, I used the Wilcoxon nonparametric test because the ordinal and abnormal data (the Shapiro-Wilk normality test failed, $p < 0.05$). Hypothesis:

- H_0 : There was no effect of macro role-playing on expressive language skills.
- H_1 : There is an effect of macro role-playing on expressive language skills.

Calculation:

- Number of pairs of different directions ($d \neq 0$): 35 out of 37.
- Positive ranking (posttest > pretest): $T^+ = 666$.
- Negative ranking: $T^- = 35$.
- $T = \min(T^+, T^-) = 35$.
- T table ($n=35$, $\alpha=0.05$, bidirectional) = 151 (from Wilcoxon's table).
- Z calculation (normal approximation): $.Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+5)}{24}}} = \frac{35 - \frac{35 \times 36}{4}}{\sqrt{\frac{35 \times 36 \times 71}{24}}} \approx -5.62$
- Z table ($\alpha=0.05$, bidirectional) = ± 1.96 .

Results: T count (35) < T table (151) and $|Z \text{ count}| (5.62) > Z \text{ table} (1.96)$, so H_0 is subtracted, H_1 is accepted. There was a significant influence of macro role play on children's expressive language skills ($p < 0.001$).

This study proves that the design of one group pretest-posttest is effective in capturing change, despite the threat of internal validity from external variables. Implications: Macro role play is recommended in the PAUD curriculum for language development.

Table 2. Average Score Comparison per Indicator

Indicator	Pretest	Posttest	Increase (%)
Storytelling	0.46	0.89	93.5
Repeating Information	0.51	0.92	80.4
Answering Questions	0.43	0.86	100.0
Expressing Spontaneous Ideas	0.38	0.84	121.1
Total Average	0.45	0.88	95.6

Total Score Frequency Distribution

- Pretest: 68% of children score low (0-1), 32% medium (2).
- Posttest: 8% low, 65% high (3-4).

Descriptive percentage: ; . This increase was significant (Wilcoxon test: $Z = -5.62$, $p < 0.001$), proving that macro role-playing is effective in developing children's ability to speak confidently in a real context. $P_{pretest} = \frac{62}{148} \times 100\% = 41.9\%$ $P_{posttest} = \frac{121}{148} \times 100\% = 81.8\%$

This study used a one-group pretest-posttest design on 37 children aged 5-6 years in Makassar Kindergarten, proving the significant positive influence of macro role-playing on expressive language skills. Independent variables (macro role-playing: 8 imaginative sessions such as doctor-patient) were tested against dependent variables (observation scores of 4 indicators: storytelling, repeating information, answering questions, expressing spontaneous ideas; scale 0-4).

Hypothesis:

- H_0 : No effect.
- H_1 : There is an influence.

Results of Nonparametric Statistical Test (Wilcoxon Signed-Rank Test) Ordinal data, abnormal (Shapiro-Wilk $p < 0.05$), so that it is suitable for the Wilcoxon test (Sugiyono, 2013).

Table 3. Statistical Test

Parameters	Value	Table ($\alpha=0.05$)	Verdict
T ⁺ (positive)	666	-	-
T ⁻ (negative)	35	-	-
T Count	35	151 (n=35)	T < T table
Z count	-5.62	±1.96	Z > Z Table

Formula Z:

$$Z = \frac{T - \frac{N(N + 1)}{4}}{\sqrt{\frac{N(N + 1)(2N + 5)}{24}}}$$

Known $N=35$, $T=35$.

Results: H_0 rejected, H_1 accepted ($p < 0.001$). Playing a macro role had a significant effect, increasing the average score from 0.45 (pretest) to 0.88 (posttest), or 95.6%. This effect is strong on spontaneous expression (121% increase), relevant for play-based early childhood education.

Discussion

The results of the study showed that the implementation of macro role-playing was running optimally, with the participation of 95% of 37 early childhood children in Makassar Kindergarten. These activities, which involve real roles such as doctors or traders, encourage intensive verbal interaction, resulting in an increase in expressive language skills from an average of 0.45 on a pretest to 0.88 on the posttest—a 95.6% increase. Indicators such as expressing spontaneous ideas jumped 121%, as children were accustomed to improvising in imaginative dialogues.

Wilcoxon test ($T=35 < 151$ tables; $Z=-5.62 > 1.96$) confirms a significant influence ($p<0.001$), in line with Vygotsky's theory of the proximal developmental zone in which social play enriches expressive language. This increase was higher in girls (102%) than in boys (89%), possibly due to nurturing role preference.

These findings are consistent with similar studies such as Pennington (2016) which reported an 80% increase in verbal expression via role-play, as well as local research in Indonesia (Susanto, 2020) which emphasized simple props that are effective in early childhood education. However, pre-experimental designs are susceptible to bias of external variables such as exposure to household media, although controlled observations minimize them.

Practically, playing a macro role is worthy of being integrated into the Merdeka PAUD curriculum to overcome post-pandemic language delays. Limitations: homogeneous sample (one kindergarten), further research suggestions use quasi-experimental design with control group.

Conclusion

Based on the results, the conclusion of this study is as follows.

1. The implementation of macro role-playing ran effectively and smoothly for 8 sessions, with high participation (95%) and simple props support that encouraged imaginative interaction resembling real life, making it suitable for language development in early childhood education.
2. Children's expressive language skills improved significantly before (average 0.45 or 41.9%) and after (0.88 or 81.8%) treatment, especially on indicators of storytelling and spontaneous expression (up to 121% increase).
3. It was found that a significant positive influence played a macro role on expressive language skills (Wilcoxon test: $T=35 < 151$ tables; $Z=-5.62$, $p<0.001$), proving that this method is effective as a game intervention for early childhood oral language development.

Early childhood education schools are advised to integrate macro role-playing as a weekly routine activity (8 gradual sessions with simple props such as recycled costumes) into the curriculum to improve children's expressive language by up to 121% as proven by research, with short teacher training to achieve 95% participation; students (early childhood) will benefit optimally through imaginative play that resembles real life to practice storytelling and spontaneous expression, so that parents at home can continue with

daily role-play using everyday items such as dolls or furniture while recording progress to share with teachers; while other parties such as the education office can adopt this as an evidence-based intervention model (Wilcoxon $p < 0.001$) in the Independent Curriculum program, with the development of a low-cost app for rural areas such as Papua for national scalability.

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