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THE EFFECTIVENESS OF THE SHOW AND TELL METHOD IN SUPPORTING EARLY CHILDHOOD LANGUAGE DEVELOPMENT

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Abstract
Berdasarkan hasil observasi yang telah dilakukan di taman kanak-kanak, terdapat permasalahan pada anak usia 5–6 tahun, yaitu perkembangan bahasa anak masih lemah. Hal itu terlihat dari anak yang belum mampu berkomunikasi secara lisan, menjawab pertanyaan orang lain, mengeluarkan kata-kata yang terbata-bata, belum mampu menyampaikan ide dan gagasan, serta memiliki kurangnya perbendaharaan kosakata. Tujuan penelitian ini adalah untuk mengetahui apakah penerapan metode show and tell dapat mengembangkan bahasa anak di TK Cut Nyakti Blanggeulingang. Penelitian ini menggunakan metode kuantitatif jenis eksperimen dengan desain kuasi-eksperimen pretest-posttest non-equivalent control group. Desain ini terdiri dari kelompok eksperimen dan kelompok kontrol. Hasil yang diperoleh nilai thitung > ttabel yaitu 7,670 > 1,691 dengan demikian terjadi penolakan Ho dan penerimaan Ha yang artinya adanya pengaruh penerapan metode show and tell terhadap perkembangan bahasa pada anak usia 5-6 tahun di TK Cut Nyakti Aceh Selatan

Kata Kunci: *Metode Show And Tell*, Perkembangan Bahasa, Anak Usia Dini,

Abstract
Based on the results of observations that have been made in Kindergarten, there are problems that occur in children aged 5-6 years, where the development of children's language is still weak, it can be seen that children are not able to communicate orally, answering the other people's questions, the words issued are stammered and are not able to convey ideas, as well as lack of vocabulary. The purpose of this study is to determine whether the use of the show-and-tell method can support children's language development at Cut Nyakti Blanggeulingang Kindergarten. This study uses a quantitative method of experimental type with a quasi-pretest-postest non-quivalent control group design. This design consists of an experimental group and a control group. The results obtained from the $t_{table} > t_{count}$ values were 7.670 > 1.691, thus there was a rejection of Ho and acceptance of Ha, which means that there was an influence of the application of the show and tell method on language development in children aged 5-6 years at Cut Nyakti Blanggeulinggang Kindergarten.

Keywords: *Show and Tell Method, Language Development, Early Childhood*

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A. INTRODUCTION

Early Childhood Education (PAUD) encompasses educational services for children from birth to age 6. Through planned developmental stimulation, it promotes children's physical and emotional well-being while equipping them with the foundational skills needed for subsequent educational stages.[1]

Early childhood development encompasses various aspects. One of them is language development. Language is a tool and a medium of communication for conveying thoughts, feelings, and opinions [1]. Language can be defined as a social form with a system used for communication. Communication is an important factor in both the development and learning processes. Children or adults who have difficulty communicating have difficulty expressing themselves, understanding others and building interpersonal relationships. With the existence of language, relationships with others can be established, which can help children in solving various problems they face, such as expressing their reasons and feelings. [2] Language is considered the most important tool in children's lives. Language can take the form of writing, gestures, and speech. [3] So, when communicating, the most common and most effective way is to use spoken language. Every day, a child's language develops through life experiences, so that the child can convey what he feels and what is cold, making his needs known through speaking. Speaking is the ability to express the contents of the mind, such as telling stories, experiences or events that they have experienced.[4] Therefore, the older the

[1] Rizka Marputri, Fakhriah, Dewi Fitriani, 'Improving Numerical Language Proficiency through Storytelling Activities at PAUD Nurul Hidayah Aceh BEsar', *Scientific Journal of Early Childhood Education Scholarship*, 1.1 (2016), pp. 86–92.

[2] Mertini Jamaris, *Difficulties in learning perspectives, essays, and repetition for early childhood and school age*, (Bogor: Ghalia Indonesia, 2014), pp.113.

[3] Husnuzziadatul Khairi, 'Characteristics of Early Childhood Development from 0-6 Years', *Color Journal*, 2.2 (2018), pp. 15–28.Khairi.

[4] Mutiara Sujana and Serli Marlina, 'The Influence of Storytelling Methods with Canva Media on Children's Storytelling Skills in Aisyiyah 1 Bukittinggi Kindergarten', *Journal of Child Education*, 9.2 (2023), pp. 222–31

child, the more the development of the child's language, especially in speaking. Language development is one of the aspects that must be developed, and this is also the goal of learning in kindergarten. Language development will be the main capital for children to learn at the next level. The functions of language owned by Reeta Sonawat's children in Yulsyofriend are (a) Language as a means to make desires and needs recognized, (b) Language as a means to express emotions Language as a tool to obtain information, (c) Language as a means for social interaction, and language as a tool to get to know the person [5] . Therefore, from the explanation above, it is important to develop language development in children from an early age. With the language skills that children have, it is easier for children to understand and understand what is said and ordered by the people around them, be it from their parents, teachers and peers as well as from the environment around them.

Language development in children is obtained and determined from the stimulation, support and assistance needed by the child from the surrounding environment, both parents and teachers so that the child masters the spoken language. Bruner in Isna said that children learn from concrete through three stages, namely, interacting with objects, objects and people, so that with these interactions children can learn names and record symbols and events experienced.[6] Therefore, it is necessary to provide and create support that can be provided and created by teachers and parents, so that children gain meaningful language experience by creating a comfortable and pleasant atmosphere so that each child can freely convey ideas, ideas, feelings, and express them, teachers and parents can build positive communication with children, teachers and parents become active listeners

<http://dx.doi.org/10.22373/bunayya.v9i2.20802>.

[5] Yulsyofriend Yulsyofriend, Vivi Anggraini, and Indra Yeni, 'The Impact of Gudget on Early Childhood Language Development', *Pedagogy : Journal of Early Childhood and Early Childhood Education*, 5.1 (2019), p. 25, doi:10.30651/pedagogi.v5i1.2889.

[6] Aisyah Isna, 'Early Childhood Language Development', *Al-Athfal*, 2.2 (2019), pp. 62–69.

when children convey their thoughts and feelings verbally and observe more carefully Children's responses in nonverbal language can encourage children to think critically by asking open-ended questions, which are questions that allow for the emergence of diverse answers[7].

Based on the results of observations that have been made at Cut Nyakti Blanggelinggang Kindergarten, South Aceh in August 2023, there are problems that occur in children aged 5-6 years, where children's language development is still weak, it can be seen that children are not able to communicate orally while answering other people's questions, such as when children speak or answer questions from teachers are still stammering or it is not clear what they are talking about, unable to convey their ideas or ideas when the teacher asks what they want to do on this day while the child is just silent and does not express his ideas and opinions through words or speaking, as well as the lack of vocabulary that is marked when others are saying that the child responds for a long time and does not know what to answer. Meanwhile, children aged 5-6 years should have the language development of the child according to the Regulation of Education, Culture, Research and Technology of the Republic of Indonesia number 5 of 2022, the development of children's language in the independent curriculum of PAUD is included in the basic elements of literacy, mathematics, science, technology, engineering, and arts Language development in the elements of literacy and STEAM is marked by the child being able to communicate orally, able to state their reasons and choices, able to express questions and ideas, able to answer questions from others and understand commands.[8] Therefore, the researcher is interested in applying

[7] Ellysa & M Akkas Aditiya and others, *Teacher's Handbook on Achievement of Elements of Literacy Basics & STEAM*, *Directorate of Basic Education*, 2021 <https://ditpsd.kemdikbud.go.id/hal/kurikulum-merde%0APusat Curriculum and Books of the Research and Development Agency and Books of the Ministry of Education, Culture, Research, and Technology>.

[8] Ministry of Education and Culture BSKAP, *Copy of the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology Number*

an interesting learning method in the classroom so that the development of children's language develops according to the age that should be, to overcome the existing problems, the researcher is interested in using an interesting learning method, namely applying *the show and tell method* at Cut Nyakti Kindergarten because this method has not been used in the learning process.

The learning method is a systematic and general way that functions as a tool to achieve a desired learning goal.[9] Meanwhile, *show and tell*, according to Musfiroh in Thafa, defines *show and tell* to show something to the audience and explain and describe something.[10] The *show and tell* method according to Dananjaya in Tri is a method that prioritizes simple communication skills and is suitable for early childhood, because of the habit of early childhood who desires to show something.[11] The *show and tell* method is also a method used to express children's abilities, feelings and desires so that with the child's understanding of the objects he likes, he will grow an interest in the child to show and tell in front of his friends about the objects, toys, pictures and foods he likes so that indirectly the child shows his oral language skills to the teacher and his friends. [12] So from the opinion above, it can be concluded that *Show and tell* is one of the activities that encourages children to show and tell their experiences, whether at home, at school or in the community environment, all told by children simply using objects, food, pictures and children's favorite toys.

008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education at the Primary Education and Pendid Levels, *Ministry of Education and Culture*, 2022.

[9] Jamil Supprihatiningrum, *Learning Strategies*, (Jogjakarta: Ar-Ruzz Media, 2020), pp. 155.

[10] Thafa Nazla and Nila Fitria, 'Development of Confidence Through the Show and Tell Method in Children', *Integrative Holistic Early Childhood Journal (AUDHI)*, 3.1 (2021), p. 31, doi:10.36722/jaudhi.v3i1.590.

[11] Tri Lestari, Yasbiati Yasbiati, and Bela Nurlaela Mustika, 'The Use of Show and Tell Method to Improve Early Childhood Communication Skills', *Agapedia Early Childhood Journal*, 1.1 (2017), pp. 129–36, doi:10.17509/jpa.v1i1.7169.

[12] N E Romadhini and J U Julianto, 'The Effect of the Application of the Show and Tell Method Accompanied by Music on the Confidence of Group A Children', *Journal of Early Childhood Education*, 05.02 (2016), pp. 39–43 <https://core.ac.uk/download/pdf/230643212.pdf>.

The *show and tell* method has benefits in developing children's language development are (a) Developing children's language skills such as expressing ideas, ideas, feelings felt by children and their desire to tell stories about their favorite objects, pictures, and foods, (b) Able to develop children's speaking skills and very effectively recognize *public-speaking* skillsbecause with regard to the ability to ask and speak when children tell their favorite objects, pictures and foods to the audience, (c) Adding children's vocabulary when hearing their friends in *show and tell*, (d) Training children's courage when children do *show and tell* activities their friends will pay attention to them so that their confidence and appreciation will grow.[13]

By referring to the previous explanation, the researcher felt interested in conducting research on the application of *the show and tell* method to develop children's language development. So that with the application of *the show and tell method,* language development in Cut Nyakti Blanggeulingang Kindergarten children will develop.

B. METHOD

This study uses an experimental method. Experimental research is also research that is carried out deliberately by the researcher by providing certain treatments/treatments to the research subject in order to evoke an event/circumstance that will be studied how the consequences are.[14]

The research design used is *a quasi-experiment* in the form of *a pretest postest non-equivalent control group design*[15]. This design consists of two groups, namely the experimental group and the control group that are not randomly selected, then given *a pretest* to find out the initial state whether

[13] Maya Hayatun Nupus and Desak Putu Parmiti, 'Improving Speaking Skills through the Application of the Show and Tell Method for Students of SD Negeri 3 Banjar Java', *Elementary School Scientific Journal*, 1.4 (2017), p. 296, doi:10.23887/jisd.v1i4.12289.

[14] ASRIN ASRIN, 'Experimental Research Methods', *Maqasiduna: Journal of Education, Humanities, and Social Sciences*, 2.01 (2022), pp. 21–29, doi:10.59174/mqs.v2i01.24.

[15] Muhammad Muhyi, *Research Methodology*, (Surabaya: Adi Buana University Press), 2018, pp.13

there is a difference between the experimental group and the control group. This research was conducted at Cut Nyakti Blanggeulingan Kindergarten, Jl T. Nyak Raya, Blanggeulinggang village, Sawang district, South Aceh district. The total population in this study is 36 children aged 5-6 years. For this research sample, consisting of 18 children in class B1 as an experimental class, there are many children who experience problems in language development and 18 children in class B2 as a dick class.

The data collection technique uses observation and documentation, the instrument used is in the form of observation sheets of children's language development, while the data analysis technique uses SPSS 27 software to conduct normality tests, homogeneity tests and hypothesis tests.

The steps to implement show *and tell* applied in this study are:

1. Teachers open activities before learning
2. Teachers introduce the theme of the activity before learning
3. The teacher attends all the children.
4. The teacher explains the method of showing and telling children
5. The teacher invites one child to take turns to show objects, pictures, food and toys that have been brought from home.
6. The child explains what the name of the object, picture, food or toy he has brought.
7. The teacher asks the child about objects, food, pictures and toys that have been brought with questions according to the objects brought by the child.
8. The teacher asked the other children to ask about their favorite objects that their friends told them.
9. The child answers questions asked by the teacher and his friends.

C. RESULTS AND DISCUSSION

This study was conducted to determine the influence of the application of *the show and tell method* on children's language development in Kindergarten Cut Nyakti Blanggeulingang by using a type of experimental research *pretest postest*

non-equivalent control group design. Consisting of 18 children in the experimental class and 18 children in the control class which started from *pretest activities* carried out before the treatment was applied, *tretment* was carried out for three times and *posttest* was carried out after *treatment* was carried out without treatment, The activity was assessed using an observation sheet consisting of 4 indicators of child success. The steps in conducting pretest, treatment and posttest in this study are as follows:

1. Pretest
    a. The teacher explained activities such as counting using sticks, arranging hijaiyah letters, collage according to colors, arranging fazlle pictures.
    b. The teacher asks the child to choose the activity he wants.
    c. Then the teacher asks the child what he wants to do in the activity that has been chosen.
    d. The teacher asks the child to explain again what activity has been chosen
    e. The child answers questions from the teacher.
    f. The child recounts the activity that has been chosen.
    g. Teachers assess children's pretest activities.
2. Treatment
    a. The teacher invites one child to take turns to show objects, pictures, food and toys that have been brought from home.
    b. The child explains what the name of the object, picture, food or toy he has brought.
    c. The teacher asks the child about objects, food, pictures and toys that have been brought with questions according to the objects brought by the child.
    d. The teacher asked the other children to ask about their favorite objects that their friends told them.
    e. The child answers questions asked by the teacher and his friends about the color he likes, the shape of the picture or object, and the child conveys the content of his thoughts on the object.
    f. Teachers assess child treatment activities.

3. Postest
    a. Teachers give children the opportunity to choose objects and toys in the classroom,
    b. Then it is placed in front of each child.
    c. The teacher asks each child who takes the objects and toys.
    d. Children answer questions from the teacher with clear words.
    e. Then tell the child to take his friend's belongings next to him
    f. The child talks to his friend to ask for toys and objects to take.
    g. Then the child explained with his opinion about the objects and toys taken from his friend, both from the color and shape of the object.
    h. Teachers assess child treatment activities.

The results obtained through the observation sheet are as follows:

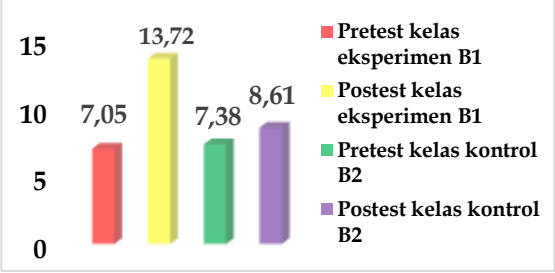


Figure 1. Average Pretest and Postest Experimental and Control Classes

In the image above, it can be seen that the value of *pretest* obtained an overall average of 7.05 and *postest* The experimental class obtained an overall average score of 13.72 while the *The overall average control class pretest is 7.38 and the postest* The control class obtained an overall average of 8.61. Therefore, it can be concluded that there is a difference in average scores between the experimental class and the control class in Cut Nyakti Kindergarten.

To determine the success, influence and see the distribution of normal distribution data or not in the application of *the show and tell* method, a normality test was carried out using *the shapiro-wilk test* on the pretest and post-test data of the experimental class and control class, which can be seen in the following table:

Table 1. Pre-Test Normality Test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Control Class Pretest	.186	18	.102	.928	18	.176
Experimental Class Pretest	.239	18	.008	.902	18	.063
a. Lilliefors Significance Correction						

Table 2. Post Test Normality Test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Postest Control Class	.198	18	.062	.935	18	.235
Postest Experiem Class	.237	18	.009	.906	18	.072
a. Lilliefors Significance Correction						

Based on the table above, the test results in the experimental class show significance values of 0.63 and 0.072, respectively, both greater than 0.05, indicating that the experimental class data are normally distributed. Meanwhile, in the control class, the significance value of the pre-test was 0.76 and the post-test was 0.235, indicating that the data of the control class also met the normal distribution criteria because the two values were greater than 0.05. Thus, it can be concluded that the experimental class and the control class meet the normal distribution requirements, allowing further analysis of the data of this study.

In this study, the homogeneity test was carried out using *the one-way ANOVA test to evaluate the uniformity or similarity of* variation between the data of the experimental class and the control class.

Table 3. Pre-Test Homogeneity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	DF2	Sig.
Pretest Results	Based on Mean	2.400	4	9	.127
	Based on Median	1.366	4	9	.319
	Based on Median and with adjusted df	1.366	4	4.000	.385
	Based on trimmed mean	2.514	4	9	.115

Table 4. Post Test Homogeneity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	DF2	Sig.
Postest Results	Based on Mean	.931	4	9	.488
	Based on Median	.376	4	9	.820
	Based on Median and with adjusted df	.376	4	5.985	.819
	Based on trimmed mean	.965	4	9	.472

The results of this test show a significance value based on the mean pre-test of 0.127, which is greater than 0.05. From these results, it can be concluded that the data in the pre-test stage of the experimental class and the control class have identical characteristics or the same variant. Furthermore, the significance value

based on the mean post-test is 0.488, which is also greater than 0.05. Therefore, it can be concluded that the data at the post-test stage of the experimental class and the control class show similar uniformity or variation. Overall, this homogeneity test provides confirmation that the data from both classes meet the uniformity requirements, which is the basis for further analysis.

After the normality test and homogeneity test were carried out, it was found that the two sample classes were normally distributed and had homogeneous variances. Then it can be continued with hypothesis testing to find out if there is a significant difference for the two groups.

Based on the results of the hypothesis test that has been carried out using *an independent samples test* with a Sig (2-*tailed*) value of 0.000<0.05. The decision-making criteria can be determined by measurement if the value of Sig. (2-tailed) If < 0.05, then it is said that there is a significant influence and if the value of Sig. (2-tailed) > From 0.05 has no effect. With the results obtained, Ho was rejected, Ha was accepted; thus, there was a significant difference between the control class and the experimental class, and a calculation of 7,670>ttable 1,691. From the three tests carried out, the application of *the show and tell method* can develop language development in Cut Nyakti Blanggeulingang Kindergarten children.

D. CONCLUSION

This study demonstrates that the Show and Tell method significantly enhances expressive language development among children aged 5–6 years. Statistical analysis confirmed a significant difference between the calculated and critical t-values ($t = 7.670$, $df = 34$, $p < .05$), indicating the effectiveness of the intervention. Beyond its statistical significance, the findings highlight the pedagogical value of Show-and-Tell as an interactive learning strategy that encourages active verbal participation, vocabulary enrichment, and self-confidence in communication. Therefore, integrating Show-and-Tell into early childhood classroom

practices may provide meaningful opportunities to foster children's expressive language skills and support broader language development outcomes.

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