



Learning with the Show Tell Method Using Goole Slides as a Tool in the Development of Early Childhood Communcation

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Abstrak

Pendidikan anak usia dini menekankan pentingnya membentuk dasar pertumbuhan dan perkembangan anak. Dalam upaya ini, berbagai pendekatan diterapkan, termasuk pendekatan tunjukkan dan beritahu serta mengaplikasikan media presentasi seperti slide Google oleh para guru sebagai bagian dari proses belajar. Sub fokus penelitian sebagai berikut: Tujuan Pengaplikasian, perencanaan, langkah-langkah, penilaian, keunggulan dan kekurangan, hambatan dan solusi, dampak aplikasi pelaksanaan pendekatan *tunjukkan dan beritahu* dengan media *Google Slide* dalam pengembangan komunikasi di TK Pertiwi V Pasuruan Tujuan dari riset ini maksud untuk deskripsi aplikasi pendekatan *tunjukkan dan beritahu* dengan media *Google Slide* dalam pengembangan kemampuan berkomunikasi. Riset ini mengaplikasikan penelitian kualitatif. Lokasi dan subjek dalam riset ini terdiri dari peserta didik di TK Pertiwi V dengan jumlah 32 anak. dilaksanakan dalam bulan Maret 2023. Riset ini mengembangkan kemampuan bahasa dengan mengaplikasikan pendekatan *show and tell* dengan media *Google Slide* dimana guru mempunyai tujuan untuk menaikkan kemampuan anak dalam berkomunikasi, baik melalui cerita ataupun berbicara dengan teman sebayanya. Dampak aplikasi pendekatan *tunjukkan dan beritahu* dengan media *Google Slide* dalam pengembangan kemampuan komunikasi anak usia dini yaitu anak anak menjadi lebih baik dalam berkomunikasi.

Kata Kunci: Pendekatan Show And Tell, Media Google Slide, Komunikasi

Abstract

Education in children age early focus on placement base growth and development child. Through something game one among them that is method show and tell and available media used in the learning process teach that is Google Slides. sub focus study as following : Objective implementation, planning, steps, assessment, strengths and weaknesses, barriers and solutions, impact application implementation method show and tell with Google Slides media in development communication in TK Pertiwi V Pasuruan Objective from study This intended For describe application method show and tell with Google Slides media in development ability communicate. Study This use study qualitative. Location and subject in study This consists from students in TK Pertiwi V with total 32 children. held on the moon March 2023. Research This develop language skills by using the show and tell method with Google Slide media where the teacher has the goal of improving children's ability to communicate, either through stories or talking with their pe'rs. Impact application method show and tell with media Google Slides in development ability communication child age early that is child child become more Good in communicate.

Keywords: Show And Tell Method, Media Google Slides, Communication

Introduction

Early childhood education remains focused on establishing the basic growth and development of children. By employing a play-based approach, a child's potential can be comprehensively explored. Therefore, education should be delivered through games that are suitable for a child's understanding and abilities.

There are several examples of activities for developing a child's speaking skills, such as Role Playing, Cooperative Play, Parallel Play, and Show and Tell. One of these approaches is "show and tell," a teaching strategy where children are given the opportunity to express their opinions, ideas, thoughts, feelings, desires, or experiences about a particular object to the audience (Sutikno, 2021). Tadkiroatun Musfiroh (Tadkiroatun Musfiroh, 2011) defines show and tell as an activity that involves presenting or performing something while providing explanations or descriptions to the listeners or audience. The main areas covered by this activity include education, music, and theater.

The research conducted by Webbervillschool, as mentioned by Tadkiroatun Musfiroh (Tadkiroatun Musfiroh, 2011), states that the "show and tell" approach has the potential to improve oral communication skills and is highly successful in introducing public speaking skills to children because it is related to the ability to convey complete sentences and ask questions.

There are various technology-based teaching media available, and one such medium that can be used in the teaching process is Google Slides. Google Slides is considered effective in helping children develop their communication abilities. The approach involves the teacher presenting images or videos to the children, and then the children share information about the images or videos that have been shown.

For this reason, the researcher is interested in conducting a study titled "Teaching with the Show and Tell Approach Using Google Slides as a Tool in Developing

Communication Skills in Early Childhood Education," as an approach to communicate in a simple manner adopted by early childhood children at TK Pertiwi V Pasuruan.

The sub-focus of the research can be described as follows:

The purpose of the implementation, planning, steps, assessment, advantages and disadvantages, obstacles and solutions, and the impact of applying the show and tell approach with Google Slides in the development of communication at TK Pertiwi V Pasuruan.

The aim of this research is to describe the application of the show and tell approach with Google Slides in the development of communication skills. This research is unique because it combines two types of approaches and media that are rarely used by previous researchers.

Teaching media for early childhood education must meet educational, technical, and aesthetic criteria according to perceptions (Halimatussa'diyah, 2017).

The show and tell method is an instructional approach where children express their opinions, feelings, desires, and experiences related to the object they present, as explained by (Kurniati et al., 2021).

The show and tell approach is a teaching strategy that uses objects or media to enhance the joy of the children's learning process (El Rahmah & Ray, 2019). On the other hand, according to Musfiroh (Tadkiroatun Musfiroh, 2011), show and tell is defined as an activity that displays something to the audience and explains or describes it. According to Sulistianah & Tohir (2020), the show and tell teaching approach also helps train students to be more responsive in receiving messages from others and in conveying these messages to their peers.

Sulistianah & Tohir, (2020) state that the show and tell teaching approach also plays a role in teaching students to be more responsive in receiving messages from others and in improving their ability to convey these messages to their peers. Furthermore, according to Asrori cited by (Sulistianah &

Tohir, 2020), the show and tell teaching approach has several benefits, such as increasing student engagement in the learning process and developing the intellectual, social, and emotional potential within students.

The advantage of applying the show and tell approach is that it is considered very simple and easy to implement in the teaching and learning process (Sakinah et al., 2020). However, the show and tell approach also has some drawbacks, as mentioned by Winata & Nasihin (2022), such as the need for continuous monitoring by the teacher and its inapplicability in emergency situations.

Bachri (2005) stated that language development has two main goals: listening and speaking skills, as well as writing skills. On the other hand, based on the National Curriculum (2010), the primary focus in language development for children is on the early stages of listening, speaking, and reading skills. According to Hurlock (2010: 197), as cited by (El Rahmah & Ray, 2019), two essential elements in communication are that children must apply meaningful language forms to those they are communicating with and also understand the language used by others. In a study conducted by (Lestari, Yasbiati, 2017), Morisson (2012) revealed that speaking and communicating play a central role in language development. The main focus is to develop the ability to understand and use language, as well as enhance the ability to initiate and respond to conversations and discussions effectively with peers and adults.

The purpose of language development in kindergarten is to enable children to express themselves through basic language, demonstrating that they can speak correctly and accurately (Buton, 2022).

Language skills include listening, speaking, reading, and writing. According to Suhartono (2005,8), as mentioned in (Zahro & Iklila Febrianti Fiorentisa, 2020), involving children in activities to enrich their vocabulary is crucial so that they have a broader knowledge and adequate vocabulary

to communicate effectively in their daily lives.

Speaking serves several important purposes. Firstly, it is used to convey ideas, feelings, and desires. Additionally, speaking plays a role in increasing one's knowledge and expanding their experiences. Through interaction, discussion, and exchanging ideas with their environment and others, an individual can gain a better understanding of their surroundings and themselves (Rosalina A. S Sumihatul, n.d.).

Speaking is an activity that involves physical, psychological, neurological, semantic, and linguistic aspects in humans (Husna & Eliza, 2021).

Hurlock, as cited by (Nurhayati & Wahyuni, 2020), explains that speaking skills encompass linguistic and non-linguistic elements, including pronunciation, vocabulary development, sentence formation, speaking ability, courage, fluency, and expression. A child's growing understanding of speaking skills contributes to improving the quality of their communication with others, which also positively impacts their self-confidence (Pradinda et al., 2020). Speaking skills play a dominant role in a child's social life because speaking activities will always be an integral part of a child's daily life (Hayati, 2022).

The term "communication" is an abstract concept, like most terms that have multiple meanings (Morissan, 2013, p. 8), as explained in (Ahmad et al., 2022).

Tarigan (2015:16), as cited in (Puspita et al., 2020), explains that speaking skills involve the ability to articulate sounds or words to express, state, or convey ideas, thoughts, concepts, feelings, or the contents of one's heart to others. Meanwhile, according to Dhinie (2008:1.15), as cited in (Dewi, 2020), communication is the transfer of meaning through sound, signs, body language, and symbols. Supported by Ratminingsih and Paramarta (2012:34), as cited in (Kustianawati, 2020), one effective technique for teaching language is storytelling.

Every process, as stated by Rampai (2021), contains internal components that support the smoothness and formation of the process. This applies to the communication process as well, which involves elements such as the sender, encoding, message, communication channel, decoding, receiver, response, and feedback. All of these elements interact to achieve effective communication goals.

Method

This study employed a qualitative research method, which is an approach used to understand human or social phenomena by creating a deep and comprehensive verbal description (Adlini et al., 2022).

Qualitative research is based on a post-positivist paradigm as it is used to investigate natural phenomena. Data collection methods include triangulation (a combination of various techniques), and data analysis is inductive and qualitative in nature, as explained by Sugiyono (2011) in Fadli (2021).

Data processing from the questionnaire results was conducted using the interactive analysis method of Miles & Huberman (1994), as explained by Rijali (2018). This method involves three main stages, which are as follows:

1. Data reduction
2. Data presentation
3. Drawing conclusions (Verification)

The data analysis is as follows:

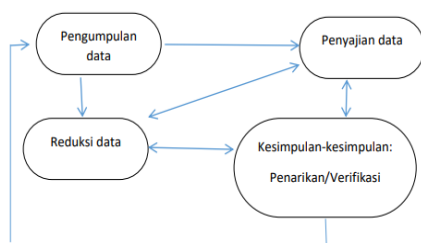


Figure 1. Interactive Data Analysis Model by Huberman and Miles

The location of this research is at TK Pertiwi V Panggungrejo, Pasuruan, where the number of participants is 32 children, and the

research was conducted in March 2023. The research subjects in this study consist of 32 students at TK Pertiwi V.

Results and Discussion

The language development at TK Pertiwi V in Pasuruan previously employed a conventional approach, where teachers conveyed stories using reading materials such as books, and the commonly used method was a question-and-answer approach. Over time, teachers began to explore language development using the "show and tell" approach, with the goal of enhancing children's communication skills, both through storytelling and speaking with their peers.

When implementing the "show and tell" approach using Google Slides, TK Pertiwi V planned the lessons based on a lesson plan provided by the institution. When a teacher is about to deliver language development content using the "show and tell" approach, the teacher should prepare the material properly. This involves the teacher preparing a laptop and its accessories and then selecting a child to come forward. The chosen child provides information to their peers about the content of the image. The assessment technique for the "show and tell" approach using Google Slides involves observation, where the teacher observes the child when they come forward.

The advantages of using the "show and tell" method include its simplicity and ease of implementation for students, as it involves using tangible objects that students can observe and talk about. However, the method's disadvantage becomes evident in large classes with limited teaching staff, where it can become noisy and less conducive.

The advantages of Google Slides include its user-friendliness, as it only requires each teacher to have an email account, making it accessible anytime and anywhere. However, the drawback of using Google Slides is its reliance on an online connection. If there are network issues, it can disrupt the teaching process.

Challenges in implementing the presentation approach using Google Slides include the limited visibility for students sitting at the back due to the use of a laptop by the teacher. Another obstacle is the teacher's reliance on personal mobile data.

Every child has the opportunity to take their turn to come to the front of the class, and it turns out that the children are very enthusiastic and happy. Some of them provide even more extensive descriptions of the images.

Conclusion

After conducting the research with the title "Teaching with the Show and Tell Approach Using Google Slides in Developing Communication Skills for Early Childhood," it can be concluded based on the findings that:

The purpose of applying the "show and tell" approach with Google Slides in developing communication skills for early childhood is to enhance language activities for early childhood children, with the expectation that they can communicate with their peers. Planning for the "show and tell" approach with Google Slides in developing communication skills for early childhood is outlined in the Lesson Plan (RPPH). The implementation steps of the "show and tell" approach with Google Slides in developing communication skills for early childhood involve the teacher using a laptop connected to the internet and linked to email and Google Slides. Images are downloaded and inserted into Google Slides, and then the teacher instructs the children, one by one, to communicate or present the images to their peers or the teacher.

The assessment of the "show and tell" approach with Google Slides in developing communication skills for early childhood involves the use of observation, where the teacher observes the children as they convey information to their peers, and the assessment is based on the 2013 curriculum guidelines.

There are advantages and disadvantages to the "show and tell"

approach with Google Slides in developing communication skills for early childhood. It is easy to use for anyone, but the drawback is the reliance on an internet connection, which can still be a challenge if the network is not stable.

Challenges and solutions for the "show and tell" approach with Google Slides in developing communication skills for early childhood include the use of a laptop, where the images may appear small to children sitting at the back, and the need for the teacher to use a smartphone in teaching. The solution is for the institution to invest in a projector so that children can easily see the images, and for the institution to install Wi-Fi in the school. The impact of applying the "show and tell" approach with Google Slides in developing communication skills for early childhood is that children become better at communicating.

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