



## STRATEGIES TO IMPROVE ORAL COMMUNICATION ABILITY THROUGH EARLY CHILDREN'S SHOW AND TELL METHOD

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### Abstract

Oral communication has an important aspect in early childhood. There are various activities that can be carried out in developing oral communication for early childhood, but sometimes children feel bored and bored in class because teachers teach only focused on magazines which causes the development of oral communication has not developed. The purpose of this study was to develop children's oral communication through the show and tell method at Karana Jaya Kindergarten, Lampung. This research is a descriptive research with a qualitative approach. The research subjects were 11 children aged 5-6 years. Data collection techniques using observation, interviews and documentation. The results showed that in addition to the activities contained in the magazine to develop children's creativity. This show and tell activity is one of the right activities to do in developing children's oral communication. The conclusion of this study is that developing oral communication skills through the show and tell method has implications, namely that children can develop their language using the show and tell method applied in research.

**Keywords:** Communicating Oral, Show and Tell, Early Childhood

### Introduction

An important dimension that needs to be developed since a child is born into the world until adulthood requires an orientation to support interactions with other people. Interaction with one another requires a good oral communication and in early childhood requires a strategy that will support and stimulate the development of oral communication. There are many important aspects that need to be developed in early childhood, one of which is the aspect of language and oral communication as part of that dimension.

By introducing theories of language development, children are able to improve language development optimally (Isna, 2019). This can be done by setting a good example, motivating children and implementing appropriate habits for early childhood (Suyadi & Selvi, 2022). The important stimulation is given to children from an early age to develop their potential and talents. Education takes place from infancy to the end of life (Afnilaswati, Desi Mariani, Erniwati, Junaida Sari Hasibuan, 2020). Early childhood is the right time to learn. Early childhood can be said as a golden period in the sphere of personal development, or

rarely called (the golden age) (Suyadi & Selvi, 2019). At this time, children have experienced extraordinary growth and development in physical, sport, emotional, cognitive and social psychology. This is a training method for PAUD teachers or managers, so we need a course that is perfect and has high quality power (Na'imah, 2020). Language means an arbitrary sound symbol system, which is used by all people or community members to cooperate, interact, and identify themselves in the form of good conversation, good behavior, good manners (Setyawan, 2016).

Language has creativity or the main effort that every human being must have. With the increasing age of the child, the creativity of the child and the language ability of the child, the most important of which is the language in speaking. The child already has meaning in speaking because the child's vocabulary increases with the accompaniment and understanding of the meaning in the word (Putriyanti & Selvi, 2021). Individual communication tools with one another also use language. The most important tool is language because language is one of the most important in a child's life, which is used in language can be in the form of gestures or with hand movements, emotional expression is by speaking emotionally, speaking is using his mouth, or written language is expressing with words. -words written on paper, however, the most used and most effective communication is by speaking. Early childhood can express what is felt in the heart, wants and needs by talking.

Based on the explanation above, language is an aspect that needs to be optimized and becomes the most important thing for every individual because it becomes a support between individuals with one another. Early childhood aged 0-6 years need skills related to language to speak. Children's speech begins to mean from a vocabulary that appears and arises from the communication process. This becomes an important urgency by every individual. Various forms of language in the form of signs, actualization of feelings, speaking, and language both in writing and digitally. Through communication, it has a benefit as a form of feeling with one another regarding an expression to be conveyed.

In the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education regarding content standards regarding the level of achievement of children's development within the scope of language development, there are two abilities that must be developed in children, namely the ability to understand language and the ability to express language. Language is the ability to understand something that must be developed from the start so that children can communicate well orally. At the age of 5-6 years, children who are in group B at this level achieve the development that children must have, namely understanding several commands, understanding complex sentences, being able to communicate well in a game, enjoying and appreciating reading material. Based on the above explanation as the child's age development,

Then, language is part of the ability to express something, in the level of achievement that every individual needs to have such as answering all questions, mentioning various groups of pictures that have similarities in sound, communicating orally, having a large vocabulary, and recognizing various symbols as preparation. children are able to read, write, and count, compose simple sentences to convey predicates and explanations, have a lot of vocabulary as a

form of expressing ideas to others as in stories or fairy tales that are heard to others, and show an understanding of the essence of a story book.

Elements of the field of language development, namely speaking and communicating, these elements have the following goals: first, the ability to be developed to understand a language as a form of conveying information on experiences, ideas, feelings, opinions, needs, curiosity and various other things. Second, the ability to increase the responsiveness of communication, namely discussing with peers or adults (Lestari et al., 2017).

Many dimensions in children's language development are related to the ability to understand a vocabulary and then use a word or discussion in the form of language as an aspect of delivering information related to experiences, ideas, expressions of heart content, opinions, expressions, as a form of response when speaking or discussing. Through communication, children can convey what they feel and want so that people can understand and understand. Good communication is communication that can be understood.

Starting from the 21st century, every individual must have communication skills, that's why from an early age the communication skill needs to be developed. Then in the learning process, communication becomes a liaison in the teaching process to convey academic knowledge to students, and educators are encouraged to develop and provide teaching related to life skills, which in this case are oral communication skills. Based on this, children can meet the demands of global life.

Based on observations, it is shown that most educators when carrying out the learning process are more dominant in developing their academic knowledge without prioritizing the urgency of other skills. For example, in children's language development, teachers pay more attention to and at the same time emphasize children to read and write, even though from this example it is more important that reading and writing can be improved in terms of language skills through interacting with the environment.

The results of the field study show that they do not master the classroom and their children because the teachers there learn a lot to use magazines and are less focused on children, and the teachers are not very good at daily material, the material only uses magazines that are in the school so that children become bored and children communicate. it also becomes less because of the focus on existing magazines.

Based on the results of observations, totaling 11 children have communication skills with values starting to develop. This is shown when children are invited to talk, the enthusiasm of some children is still in the less category, which means involvement in a conversation, passive when asked, and the lack of clarity of the vocabulary expressed so that it is not understood by listeners.

Language development carried out by educators in schools is using the question and answer method which is carried out from the beginning of the learning process, the question and answer method also has an important role as a form of response from students which will lead to the process of answering each other or vice versa from that an educator can see the child's communication ability. Speaking has several functions including: word pronunciation,

vocabulary development, sentence formation. Sentence formation is the third task of learning to speak in early childhood development which is very important (Hazwani et al., 2021).

Many strategies that can be used as a form of efforts to improve children's communication skills starting from the learning process in this case are contained in the 2013 curriculum which describes the methods that can be used, namely: storytelling methods, demonstrations, conversing, and socio-drama methods. Musfiroh provides a strategy in the sense of introducing another method that has been mentioned previously, namely the educative show and tell method. The show and tell method is showing and explaining the goods or objects that are of interest to children to the general public.

The five methods have elements that can develop communication skills for early childhood. There are so many activities that can be done by an educator in developing the potential of children, especially children's oral communication skills. The method that is usually done at school in the form of giving children's worksheets that are already available in class will have a bored and bored effect related to activities that have become a child's routine. The existence of a show and tell Method as a form of children's language development strategy in the form of verbal communication of children with other individuals. The show and tell method is a method that prioritizes optimizing communication carried out by children, because it is a form of habit and as a form of encouragement to show something.

The show and tell method provided by educators is expected to be able to stimulate children's oral communication as a form of introducing other people, as well as the circumstances around them, thereby giving an indication that the show and tell method will provide benefits for improving children's oral communication skills. Basically the environment is the most important urgency for every individual to communicate.

## **Literature Review**

In this study, the author refers to previous research that is relevant to the current research. The following are some relevant research results that have been used as material for researchers. Sri Nur Rahmawati Intan Pertiwi. The effect of playing show and tell on early childhood oral communication skills (2016) Concludes that playing show and tell can be used as one of the learning activities that can be done in PAUD to improve oral communication skills in early childhood (Sri Nur Rahmawati Intan Pertiwi, 2016).

Tri Lestari, et al. The use of the show and tell method to improve early childhood communication skills (2017) Concludes that the use of the show and tell method to improve early childhood communication skills has increased. This is evidenced by the ability of the teacher which was originally in the category of moderate to very good performance (Lestari et al., 2017). Ine Laela, et al. Developing children's speaking skills in retelling with the show and tell method (2019) Here this journal uses classroom action research and early childhood speaking skills in Kober-TK Ananda have seen significant developments. This can be seen from the number of children who develop their ability to retell from action 1 to action 3. Even children's speaking ability is influenced by the stimulus carried out by the teacher. The child's speaking ability to be able to express 3 characteristics and even more is also influenced by the

training factor carried out by the teacher from action 1 to action three. Therefore (Laela et al., 2019).

From the description above, there are differences and similarities with the three previous studies. The similarity is discussing the show and tell method. However, Sri Nur Rahmawati Intan Pertiwi's research discusses Oral Communication using quantitative research, while Ine Laela discusses Children's Talking while Tri Lestari discusses improving skills.

While in this study the researchers focused on the application of playing show and tell in improving the oral communication skills of early childhood, the research used qualitative methods. So that this research is different from previous studies so that it deserves to be tested and continued research. While in this study the researchers focused on the application of playing show and tell in improving the oral communication skills of early childhood, the research used qualitative methods. So that this research is different from previous studies so that it deserves to be tested and continued research.

## Methods

The researcher used descriptive qualitative method. According to Bogdan and Tylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.(Johni Dimyati, 2013). This research was conducted at Karana Jaya Kindergarten, Karang Anyar village, Jati Agung sub-district, South Lampung district, Lampung. The population in this study were children / students of Kindergarten Karana Jaya Lampung, a total of 19 children. Data collection techniques used in the form of observation, interviews and documentation. Data analysis is an activity of processing data, grouping data, organizing data, sorting and selecting data, compiling and finding important data that has been obtained. In this case the researcher conducted data analysis in three stages, namely: data reduction, data presentation and conclusion drawing or verification. Research conducted by researchers checked the validity of the triangulation method. Triangulation in credibility testing is interpreted as checking data from various sources in various ways, The research instrument is as follows:

No	Indicator	Items	Quantity
1	Disclosing information related to the object	Children are able to tell stories about the taste of the fruit	3
		Children are able to tell about the shape of the fruit	
		Children are able to tell about the color of the fruit	
2	Telling the experience	The child is able to tell the story of the food	2

		Children tell how to make the food	
3	Conveying thoughts	Children are able to tell stories about the work that children make	1
4	Conveying feelings	Children are able to tell stories expressing their feelings about objects that children have	1

## Result and Discussion

Musfiroh stated that: "Show and Tell is an activity to show something to the audience and explain or describe something" (Musfiroh, 2011). The show and tell method is a statement that shows changes in behavior, understanding, skills, and reasoning that have significant results after receiving adapted learning media. That way, students will have a unique motivation in understanding and understanding the material they are studying (Ariska & Suyadi, 2020). Show and Tell is a learning activity by showing objects and expressing opinions, expressing feelings, desires, and experiences related to these objects (Ningsih Okki Ristya Mutasi, 2014). Show and tell, that is, using the work or project created (Hoerr, 2007).

The show and tell method is a learning method with children's activities showing objects and expressing opinions, expressing feelings, desires, and experiences related to these objects. With the show and tell method, it is hoped that the child's speaking ability will be stimulated and the development of the child's vocabulary can increase (Laras Pangestuti, 2018). The show and tell method is a method that is realized in the form of activities carried out when learning takes place with a child coming forward in front of other friends then showing an object and continuing to reveal things related to the object he is carrying, starting from his opinion, feelings, and experience that is owned and associated with the object. The show and tell method is intended for children to dare to come forward to explain and at the same time describe the object they are carrying to state everything related to the object.

### a. Types of Show and Tell Methods

Musfiroh stated that various types of show and tell methods are commonly applied, namely the Show and Tell method with personal objects, Show and Tell using various types of food, and the Show and Tell method with pictures or photos (Hoerr, 2007). There are three types of play in the show and tell method which are described as follows:

Playing the show and tel method with personal objects is a game activity that provides opportunities for children to tell stories with their personal objects. In the show and tell game with personal objects, you can adjust to objects around the child, exemplified such as objects in a bag such as books, pencils, erasers, paints, and cutlery etc. Previously, the teacher first ordered the child to bring his personal objects, in this case, he could use his favorite objects in his house. Then the show and tell game using food, in this case the food used is in the form of basic needs for children. For example, the food used can be in the form of supplies brought by children to school or snacks, drinks or fruits in this game, children are asked to express in the

form of stories related to shape, taste, or other exploration results, as a form of part of the food.

Then the last show and tell game in the form of using photos or pictures becomes an alternative that will stimulate and also remind the results of previous games that have been experienced by children. Photos or pictures are the most frequently used and easy-to-obtain media as well as being able to complement classroom learning activities (Hoerr, 2007). Show and Tell can be implemented by showing things such as new toys, birthday gifts, food as gifts from relatives, cutlery, or all objects that are considered new or interesting for children (El Rahmah & Ray, 2019).

The use of tools or objects can be used when the application of the show and tell method is carried out in class, for example a game tool that is liked by children or it can also be a gift that can give a sense of pleasure, so that children are stimulated by interest in an object so that children are able to tell the object. It would be even better when the object used has a separate memory or memory for the child so that the child is much more flexible and easy to tell stories from the tool.

The explanation above states that the show and tell method can be done using personal objects such as favorite objects, gifts, game tools, works created by children, as well as tools around them. The application of the show and tell method which requires an object as a support for the ongoing activity, strives for tools or objects that are used if they have privileges for a child, so that it is easy for children to tell things about these objects.

#### b. Benefits of the Show and Tell Method

The show and tell method has many benefits that are able to develop verbal language skills, this is based on when it is implemented, children are stimulated to express in other words, children use spoken language a lot. That's why the show and tell method is a game as well as a method that can develop language skills. According to Laurie Patsalides, the benefits of the Show and Tell Method are being able to develop children's language skills by speaking and listening, listening to others speak and introducing themselves, analyzing, or observing questions and answers submitted by children, as a form of participation and observation, practice in critical thinking expressed through storytelling, paying attention to similarities and differences, using appropriate vocabulary (Musfiroh, 2011).

The benefits of the show and tell method are many and one of them is beneficial for the development of children's language skills, because the show and tell method is stimulated by children to express their feelings, ideas, opinions, in the form of speaking and listening to all conversations made by themselves and others. Then furthermore, the show and tell method can be carried out by question and answer activities, observations, build self-confidence, the most important thing is to provide a forum or opportunity for children to tell stories, understand similarities and differences, be trained to express the right vocabulary according to its meaning and get children used to speaking. Positive words then as for the benefits of using the show and tell method, namely: Learning to speak and listen; Anticipation and observation; Storytelling practice; Using vocabulary; and increase self- confidence (Nazla & Fitria, 2021).

Musfiroh explained that the show and tell method has three main references, namely: education, music, and theater. In this educational realm, the benefits of the show and tell method for children will provide a broad playing experience in the educational aspect. That way the show and tell method through playing will create a sense of fun and gain knowledge and knowledge because in early childhood they can hardly distinguish between playing activities while learning. The world of children is the world of play, children play while learning.

The second aspect of the show and tell method is music. By combining music in the show and tell method, children will gain knowledge in the form of an introduction to the rhythm or lyrics of the song or the musical instrument used. In its implementation the show and tell method in this aspect in the realm of learning can use songs or musical instruments in real terms, so that children gain broader knowledge. The last area of the show and tell method is theater. In its implementation, it is almost the same as siodrama activities, there is communication with others because of the interaction in the form of talks to tell the crowd, stories that are brought to the theater.

Based on the explanation above, the use of the show and tell method has various benefits for developing speaking, listening, answering questions, asking questions, gaining new knowledge, and getting the widest possible information. The development of the realm of the show and tell method is also diverse, such as providing education, music and theater. These three fields become a blend that can be combined when show and tell activities are carried out in class. By explaining the meaning in show and tell, it has a myriad of benefits in the form of benefits in developing speaking, listening, answering questions, asking questions, obtaining education, telling stories and explaining things in public to express opinions, express feelings, desires and experiences.

#### c. Show and Tell Method Steps

Children's verbal communication skills can be developed through the show and tell method as for several steps in carrying out this activity, as stated by musfiroh, show and tell activities are as follows:

1. Children are grouped 6-8 children.
2. Start the activity by greeting first, giving guidance to the child and continuing to pray together.
3. Opening the widest opportunity for children in showing objects as media aids in show and tell activities.
4. Before starting the show and tell activities, the teacher first explains while giving examples of the activities carried out by the children.
5. Then the child stands in front of the class to do show and tell activities.
6. Build children's interest by providing positive vocabulary (Musfiroh, 2011).

Meanwhile, according to Ristya M Oky, applying the show and tell method is as follows:

1. The teacher explains the activities that will be carried out by the children



2. The teacher gives an example of how to do show and tell classically.
3. Children are given the opportunity to volunteer without being appointed, if no child is willing, then by being called by the teacher.
4. Children do show and tell.
5. The child is stimulated by asking questions if it is difficult to convey the meaning.
6. After completing the show and tell, each child is given a different question by the teacher
7. As a form of reinforcement, children are given rewards (Ningsih Okki Ristya Mutasi, 2014).

In the descriptions and theories that have been presented regarding learning to improve oral communication skills, they can be the basis for implementing learning in kindergarten with the show and tell method. From the steps or ways in playing show and tell above, the author concludes that the steps or ways in playing show and tell are:

1. The teacher gives an explanation to the students how to do the activities to be carried out.
2. The teacher gives directions in front of the students how to show and tell in front of the class in a simple way.
3. The teacher says the name of the child to do a show and tell
4. Children demonstrate show and tell in front of their classmates
5. The teacher provides a stimulus by asking questions if it is difficult to convey meaning
6. After completing the show and tell, each child is given a different question by the teacher.

d. The advantages and disadvantages of the Show and Tell Method

According to Amode Taher in Oky Ristaya M, several advantages of Show and Tell are as follows:

1. This game requires simple media that can be used and found anywhere with a wide range of knowledge according to the learning context that the child will learn.
2. Can use real, concrete media that supports children in learning things from real objects so as to minimize misinterpretations about these objects.
3. Make children learn actively in class so as to increase the activity and participation of children in class.
  - a) In addition to the use of Show and Tell, it must always be under the supervision of the teacher. This is because the need for guidance from the teacher if students have difficulty in telling the objects used.
  - b) The use of Show and Tell cannot be used in sudden conditions, this is because there is a need for preparation of objects and experiences to be told.
  - c) The time provided to do Show and Tell is limited. This is because Show and Tell is carried out in turns so that all children can appear, so the time provided should be sufficient (Irtia, 2017).

With the advantages of Show and Tell, it turns out that it has a drawback in its implementation. The shortcomings, according to the inscription, are: It can be concluded that Show and Tell has the advantage of actively involving children, using concrete objects and can be used with simple media. While the drawbacks are that it takes a lot of time, needs more supervision, and must be prepared carefully, but the shortcomings in Show and Tell can still be overcome if the teacher is able to prepare Show and Tell activities properly.

### *Oral Communicating Ability*

#### a. Understanding Oral Communication Skills

Referring to Permendiknas No.137 of 2014 concerning National Standards for Early Childhood Education, early childhood development in aspects of language development includes three things, namely understanding language, expressing language, and literacy.

The ability to express language is the ability of students to express their feelings or ideas through language to others. Through language, children have the ability to convey what is on their minds, exchange ideas, and convey information from their opinions. In language skills, several aspects include answering questions posed, asking questions and conveying the images they see. There are several methods that can be applied in teaching speaking including the following: Repeat; See-speak; describe; Answer the question; Ask; Digging questions; Continue; Recounted; Conversation; Paraphrasing; Picture story design; Role play; Interview; and Show and tell (Show and Tell) (Nyoman & Handayani, 2021).

Oral communication is one of the aspects as part of expressing language as a form of verbal communication between individuals with one another to convey messages and receive messages. Basically, verbal communication expresses all feelings and ideas that need to be conveyed, which is why it is important to develop strategies for developing children's language through oral communication. "Speaking is the ability to express articulation sounds or words to express, express, and convey thoughts, ideas, and feelings" (Harpriyanti & Kamariah, 2018). Speaking is something that is needed by every human being, especially early childhood in communicating and interacting in daily life because speaking is a common language skill in early childhood and the most effective in communicating (Habibatullah et al., 2021).

Expressing language in the form of speech or speech is an ability to pronounce vocabulary that has sounds from articulations that are different both in terms of meaning and meaning that represent an idea. The purpose of speaking is to express a message that is part of the interpretation of feelings or ideas possessed by individuals.

The same thing was stated by Suhartono who stated that: "speaking in general can be interpreted as a conveying of one's intentions, ideas, thoughts, ideas, or the contents of one's heart to others by using spoken language, so that these intentions can be understood by others" (Kornelia Endolia, Fadillah, 2013).

Based on the description, it can be concluded that the ability to communicate verbally is a child's ability to convey a message, idea, thought or idea that is owned directly through speech and words that can be understood by others.

From the description above, the author draws the conclusion that communication is a process of interaction between two or more people involving emotion and social so that communication takes place without emotion or social communication will not run smoothly.

#### b. Communicating Function

Communicating has a function that is closely related to each other, although only 1 is more prominent which can be divided into 4 parts, namely:

##### 1. Communicating Socially

Social communication is very important as part of interaction with other people. The actualization of this form is success when communicating individuals with others can be well organized so that the delivery of messages or meanings can be captured properly.

##### 2. Communicate Expressively

The feeling to be conveyed is a form of communicating these feelings can be conveyed through music, painting, and dance.

##### 3. Communicating Rituals

Communicating rituals as usually carried out collectively, a community often performs different ceremonies throughout the year and throughout life called anthropologists.

##### 4. Communicating Instrumental

Communicating serves as an instrument to achieve personal and work goals, both short and long term goals (Fajar Marhaeni, 2009).

#### c. Purpose of Communicating

Oral communication has a fairly efficient urgency from individual interaction activities with one another as a social concept to convey messages and get positive feedback and as an optimization of the communication process. The message will become a medium that has an important role to create a conducive climate so that the communication process achieves the expected goals.

#### d. Factors Influencing Oral Communicating

According to Hurlock, conditions that can cause differences in speech are health, intelligence, socioeconomic conditions, gender, desire to communicate, encouragement of family size, birth order, child training methods, multiple births, peer relations, personality (Lestari et al., 2017). The conditions that can cause these speech differences can be described as follows:

Based on the explanation above, the writer concludes that the conditions that can cause the influence of oral communication include internal factors and external factors. Internal factors relate to circumstances that come from the individual itself. While external factors relate to the state of the surrounding environment. That's why the author carries out a study related to children's oral communication strategies so that they can develop well. In this case, being able to provide encouragement or stimulation to children in the process of

communicating to establish relationships or interactions with peers, educators, parents, or other elements of the community. Below are the results of research on the title that I raised as follows:

In this study, the tools and materials used were a juicer, which was used to juice the oranges, then a cup, which was a place for the contents of the orange juice to be distributed to children, and a knife, which was to cut the oranges, split into two before squeezing them in the juicer. The materials needed include oranges for children to use to make orange juice which was the theme at that time.

The strategy to improve oral communication skills through the show and tell method is carried out as follows: children are told what the taste of Juruk is, which is sweet, then told in the form of its color, which is orange, and the benefits of citrus fruits for us are as a source of vitamin C, then whether the shape of citrus fruits is round. And after that the children are given the opportunity to go forward one by one so that the children dare to communicate verbally in front of the class. Then there is another with a different theme, namely animals, the teacher mentions various kinds of animals, how many legs and how the sound of the animal and what the animal eats, then after that the teacher gives random animal pictures to their children, then the children are given the opportunity to advance. so that the child dares to explain about the animal in front of the class.



**Figure 1.** Child 1 Explains About Plants Theme and Orange Sub-theme.

In picture 1 describes the activity about citrus fruit that is used as orange juice in front of the class until they explain how it looks, color and taste and before juicing prepare the tools to make juice, the first thing to do is to cut the orange juice into 2 then put the orange in the place of the juicer and then swirled the orange juice then it will come out then the water is put into a glass and then drunk with the child and this first child, in my opinion, this child is starting to develop.



**Figure 2.** Children 2 and 3 explain about the plant theme and the orange sub theme.

In figure 2 and 3 and explain the activities about citrus fruit being used as orange juice in front of the class until they explain how it looks, color and taste and before juicing prepare the tools to make juice, the first thing to do is make the orange juice cut into 2 always The orange will be placed in the juicer and then the orange juice will come out, then the water will be placed in a glass and then drunk with the child and this first child in my opinion, this child is starting to develop.

The most significant result is that children are able to dare to tell stories ahead with pleasure because they use real objects, this can be related to the theory used, one of which is HAR Tilaar's theory which says that show and tell prioritizes oral communication and the ningsih theory which contains show and tell there can be new games, gifts, food, or anything that considered new.

## Conclusion

Based on the research conducted, it can be concluded that children's boredom and boredom in activities carried out at school, especially when learning in class takes place and in developing creativity, are only glued to the available magazines so that the activities carried out are not varied, namely only drawing and coloring. Therefore, this show and tell activity is a good alternative in developing children's oral communication.

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