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Effect of Picture Card-Based Dialogical Method on Expressive Language Skills of Children Aged 4-5 Years

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Abstract

This study aims to determine the influence of the picture card-based dialogical method on the expressive language skills of children aged 4-5 years in Ar Rahmah Kindergarten, Gowa Regency. This study uses a quantitative approach with the type of experiment, as well as the Nonequivalent Control Group Design. The free variable is a dialogical method based on picture cards and the bound variable is the child's expressive language ability. The population of this study amounted to 34 children with a total sampling technique. The sample consisted of 17 children in the experimental group and 17 children in the control group. The data collection technique in this study is a test. The data collection procedure includes planning, pretest, treatment, posttest and analysis of results. Data analysis used descriptive statistics and the Wilcoxon Signed Rank Test test. The results of the data obtained showed an increase in pretest scores compared to posttest. The average pretest score was 8.76 while after being given treatment, a score of 21.53 was obtained. Data analysis shows that the value of Asymp. Sig. (2-tailed) is 0.000<0.05, so the alternative hypothesis (H1) is acceptable, while the null hypothesis (H0) is rejected. This finding is the basis that strengthens that the application of the picture card-based dialogical method has an effect on improving the expressive language skills of children aged 4-5 years in Ar Rahmah Kindergarten, Gowa Regency.

Keywords: dialogical method, picture card, expressive language, early childhood.

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INTRODUCTION

Education is a conscious and planned effort to develop ethics and form character (Munandar et al., 2022). Early childhood education is an effort made to provide stimulation, guidance, nurturing, and learning experiences aimed at developing children's abilities and skills. This education is a means for children aged 0-6 years to optimize their various potentials, both in physical, cognitive, language, and social-emotional aspects (Amal et al., 2019)

Children's development at this age includes five aspects of development, namely cognitive, social-emotional, language, physical, motor, and religious and moral aspects (Talango, 2020). One of the five aspects of development is the development aspect of language. Language is a child's means of conveying feelings and messages to others, besides that language is also a means of communication for everyone (Supriani & Arifuddin, 2023). Language is a means of communication, meaning that language is a means of receiving and sending information (Ratmawati et al., 2024)

This is in line with the Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) Number 5 of 2022 which says that some of the competency standards of early childhood are being able to express themselves by being able to convey reasons, express questions and express their ideas and be able to use their language to work together.

Children's expressive language skills are important to be stimulated. According to (Supartiningrum & Nafiqoh, 2024). Expressive language is the output or result of language, expressive language is a way for children to convey what they feel both verbally and non-verbally. Expressive language disorders occur when children have difficulty communicating verbally. Several studies have documented the discovery of expressive disorders in early childhood.

The consistency of solutive stimulation is the key to solving existing problems. The role of parents, teachers, and peers greatly influences children's language development. Communication built between parents or teachers and children, affects children's expressive language (Hasiana, 2020). Activities that can actively involve children to express themselves are very helpful for children to improve their expressive language skills. Compared to watching activities that make children passive, activities with the dialogue method can actively involve children in expressing or providing feedback. The dialogue method or familiarly called the dialogical method is often applied to learning processes.

Vygotsky in the study of Amal et al. (2025) stated that a theory called *Zone of Proximal Development* (ZPD) is an approach that explains that children's language development can be supported by meaningful interactions between children and peers as well as between children and adults around them (Amal et al., 2025). Adult assistance around children is something that can support children's language development. Concrete explanations in the research conducted by (Suryameng, 2019). that dialogical assistance by parents creates communication with children that can make children know the root of the problem and distinguish right and wrong.

According to Gordon, the dialogical method can train active children in improving expressive and receptive language skills in one situation. By using the dialogical method, teachers can also correct children if they have incorrect

pronunciations of words (HT & Abdussahid, 2019). The dialogical method is fairly effective as an alternative that can be applied in supporting the development of expressive language in early childhood. The dialogical method can be applied with or without teaching aids, but to support the ability of early childhood to focus on concrete things, in this case it is necessary to visualize and become a reference in dialogue. Picture cards are an effective support integrated in the dialogical method. Further research put forward by (Octavia et al., 2025). Those who researched the influence of word guessing cards for children's expressive language also received positive research results.

Some of the studies above have explained the application of dialogical methods, picture cards, and the integration of picture cards in the application of dialogical methods. However, studies of previous studies show that there is a *research gap.* Based on the research gap, this study offers *novelty* in the form of the application of a dialogical learning method based on picture cards that is systematically designed to improve the expressive language skills of children aged 4-5 years. The novelty of this research lies not only in the combination of dialogical methods and picture card media, but also in the research subjects using children aged 4-5 years that allow an in-depth and sustainable analysis of changes in children's language behavior.

The purpose of this study is to determine the expressive language ability of children in Ar Rahmah Kindergarten before and after in the experimental group who were given the application of the dialogical method using picture cards, to find out the expressive language ability of children in Ar Rahmah Kindergarten before and after in the control group who were not given the application of the picture card-based dialogical method, and to find out whether there is an effect of the application of the dialogical method based on the card on the children's expressive language skills at Ar Rahmah Kindergarten.

The benefits of this research are broadly divided into two, namely theoretical benefits and practical benefits. Theoretical benefits that refer to educational institutions and for subsequent researchers so that they can be used as information and comparison material. Practical benefits are benefits that refer to school principals, teachers, and parents of children so that this research can be an input in children's development.

METHODS

This study uses a quantitative approach**,** that is a research approach that emphasizes objective measurement of variables and data analysis using statistical techniques. The type of research used in this study is the design of pseudo-experiments (Quasi Experimental Design), which is a research method that allows the researcher to give treatment to the subject without applying full randomization, because the subject has joined an existing group. The main objective of this approach is to find out if there is a significant difference in a child's expressive language skills between Pre-test and Post-test.

The study used two variables, namely free and bound variables using Pretest-Posttest Control Group Design, which is a quasi-experimental design involving two groups, namely the experimental group and the control group. The population in this study is 34 children aged 4-5 years at Ar Rahmah Kindergarten. Sampling was carried out using purposive sampling techniques, taking into

account the suitability of age and the presence of children. The research sample amounted to 34 children who were divided into two groups, namely 17 children as the experimental group and 17 children as the control group.

The data collection technique used is a test. The types of tests used in this study are *pre-test* and *post-test* to measure children's expressive language skills in the experimental group and control group. The procedure in this research starts from planning, pretesting, providing treatment, administering posttests, and analyzing data. The data analysis technique was carried out through two stages of statistical analysis with the help of the SPSS version 29 program. The first stage is descriptive statistical analysis to describe the mean value, standard deviation, maximum-minimum value, and percentage distribution frequency of the level of expressive language development of children in both groups. The second stage is nonparametric inferential statistical analysis using *the Wilcoxon Signed Rank Test.*

The application of this picture card-based dialogical method is integrated with several steps, including:

1. Researchers prepare picture cards
2. Children choose picture cards independently
3. Children observe and describe picture cards
4. Researchers ask children a few questions
5. The researcher gave scaffolding (sentence expansion, meaning clarification, vocabulary strengthening, vocabulary error correction)
6. Researchers provide opportunities for children to ask questions
7. Children share experiences or ideas based on picture cards
8. The researcher asked several other children to respond to stories from their friends

The steps above are certainly carried out after observing some habits that have been applied at the school where the research is located. The habituation in question starts from being based, singing, and praying. After doing the application, the habituation before going home is also carried out in the form of singing and praying after rest.

RESULTS AND DISCUSSION

The data obtained in this study are the results of children's scores obtained from the initial test, namely before (Pre-test) were given treatment using the Picture Card-Based Dialogical Method and after (Post-test) were treated using the Picture Card-Based Dialogical Method. The categorization of children's symbolic thinking skills includes. Less, Sufficient, Good, and Excellent. Based on the results of the research on children's expressive language skills before and after being given dialogical treatment based on picture cards, it can be seen in the frequency distribution table of the implementation results Pre-test Next:

Table 1. Frequency Distribution before treatment

Interval	*Categories*	*Experiment*		*Control*	
		Frequency	*Percentage*	*Frequency*	*Percentage*
6 – 10	Less (L)	11	65%	10	59%
11 – 15	Sufficient (S)	6	35%	7	41%
16 – 20	Good (G)	0	0%	0	0%
21 – 25	Excellent (E)	0	0%	0	0%
	Total	**17**	**100%**	**17**	**100%**

Based on the table above, it can be concluded that the *pre-test* results in both groups show that the child's initial ability is still dominated in the Less category. Overall, the initial condition of the two groups is still relatively low and comparable Sufficient to be treated at the next stage of the study. The results of the research on children's expressive language skills before and after being given picture card-based dialogical treatment can be seen in the frequency distribution table of the results of the pre-test implementation in the following experimental and control groups:

Table 2. Frequency Distribution after treatment

Interval	*Categories*	*Experiment*		*Control*	
		Frequency	*Percentage*	*Frequency*	*Percentage*
6 – 10	Less (L)	0	0	0	0
11 – 15	Sufficient (S)	1	6%	2	12%
16 – 20	Good (G)	6	35%	10	59%
21 – 25	Excellent (E)	10	59%	5	29%
	Total	**17**	**100%**	**17**	**100%**

Based on the table above, it can be concluded that the post-test results show an improvement in children's abilities in both groups, but the improvement in the experimental group is higher than in the control group. This can be seen from the dominance of the Very Good category in the experimental group, while in the control group it was still dominated by the Good category. The average child's expressive language skills before and after being treated with card-based dialogical methods. The picture can be seen in the following table.

Table 3. Results of Descriptive Statistics Analysis of Pre-Test and Post-Test Scores of the Experimental Group

Descriptive Statistics							
Group	*N*	*Range*	*Min*	*Max*	*Sum*	*Mean*	*Std. Deviation*
Pre-test Experiment	17	6	6	12	149	8.76	2.223
Post-test Experiment	17	12	12	24	366	21.53	3.412
Valid N (listwise)	**17**						

Based on the table above, the average score of the experimental group before being given treatment (pre-test) was 8.76, while after being given treatment (post-test) the average score was obtained of 21.53. Thus, there has been an average increase in the experimental group of 12.77. This difference

showed a significant improvement in children's expressive language skills after being treated. In addition, an increase can also be seen from the minimum and maximum values, where at the pre-test the value ranges from 6 to 12, while in *the post-test* it increases to 12 to 24. This shows that all children experience the development of expressive language skills in a better direction. The standard deviation value in the pretest was 2.223 which showed that the data was relatively homogeneous, while in the post-test it was 3.412 which showed a slight variation in ability after treatment, but still in the good category. Thus, it can be concluded that the treatment given to the experimental group had a positive effect on the improvement of children's abilities, which was shown through an increase in average scores, score ranges, and changes in overall ability levels.

Table 4. Results of Descriptive Statistics Analysis of Pre-Test and Post-Test Scores of Control Groups

Descriptive Statistics							
Group	*N*	*Range*	*Min*	*Max*	*Sum*	*Mean*	*Std. Deviation*
Pre-test Experiment	17	6	6	12	151	8.88	2.595
Post-test Experiment	17	10	14	24	327	19.24	3.419
Valid N (listwise)	**17**						

Based on the table above, the average score of the control group before being given treatment (*pre-test*) was 8.88, while after treatment (*post-test*) the average score was obtained of 19.24. Thus, there has been an average increase in the control group of 10.36. This difference shows an improvement in children's abilities even without special treatment as in the experimental group. In addition, the increase is also seen from the minimum and maximum values, where at the time of the pretest the value ranges from 6 to 12, while in *the post-test* it increases to 14 to 24. This shows that the ability of children in the control group also develops in a better direction. The standard deviation value in the *pretest* was 2.595 which showed that the child's ability was quite varied, while in the posttest it was 3.419 which showed that the variation in the child's ability was still quite large after learning took place. This indicates that the level of equal distribution of capabilities in the control group is not completely even. Thus, it can be concluded that although there was an improvement in ability in the control group, the increase was not as large as that in the experimental group, thus indicating that the treatment given to the experimental group was more effective in improving the child's ability. The following is a table of the results of the wilcoxon test of children's expressive language skills in the experimental group and the control group:

Table 5. Wilcoxon Test Results of Children's Expressive Language Ability in the Experimental Group

Test Statistics[a]	*Post-test Experiment – Pre-test Experiment*
Z	-3.630[b]
Asymp. Sig. (2-tailed)	.000

Note:
[a] Wilcoxon Signed Ranks Test.
[b] Based on negative ranks.

The wilcoxon test in the experimental group and the control group was used to see the effect of treatment, namely the Picture Card-Based Dialogical Method by comparing the *pre-test* data and *the post-test* data. The criteria for change are if the value of sig. (2-tailed) < 0.05 and if sig. (2 tailed) ≥ 0.05, then there was no change after being given treatment. Based on the results of the Wilcoxon test above, it shows -3.657b and it is known that Asymp. Sig. (2-tailed) is worth 0.000 < 0.05, so it can be concluded that there is an effect of the application of the picture card-based dialogical method on children's expressive language skills.

The results of the study show that there is a The effect of the application of the picture card-based dialogical method on children's expressive language skills in the experimental group. The application of the picture card-based dialogical method creates a communicative and interesting learning atmosphere through the visualization of picture cards. The dialogical method as an effective method in improving children's expressive language skills is corroborated by research that says that Through the dialogical method, children learn to listen to the opinions of others and collaborate with their friends (Ratmawati et al., 2024)

The dialogical method, which is a method that emphasizes two-way interaction, can enrich children's vocabulary and make children more active in the learning process. This is corroborated by two studies at the same time that explain that dialogical methods can effectively improve children's vocabulary (Nurhayani & Eliza, 2022). One other research that is also continuous with the explanation above is the research conducted by (Amal et al., 2019). describes an approach called *Reggio Emilia Approach* (REA). This approach makes the child the center of the learning process and considers that the child is a competent learner so that the curriculum model can be directed by the child himself. This is directly proportional to the application of dialogical methods that stimulate children to be more active in the learning process, so that the activeness and competency standards expected in developing expressive language can be achieved to the maximum.

The application of the picture card-based dialogical method is effective and has positive research results because it is also supported by visualization by picture cards which makes the learning process more interesting. The explanation is in line with research by Setyowati & Imamah (2023). It shows that word card and picture media are effective in making it easier for children to understand the concept of early reading, as well as increasing their concentration and enthusiasm for learning. Grants *scaffolding* At the time of application, it also influenced and became one of the supports for the success of this research. Vygotsky's theory explains *scaffolding* as one of the techniques that plays an important role in supporting children's language development. Relating to dialogical methods, techniques *scaffolding* This can be integrated in the application of the picture card-based dialogical method as one of the supports for the early childhood language development process (Insani, 2025). All of the above explanations are directly proportional to a theory put forward by Vygotsky in the research of Amal et al (2025) that a theory called *Zone of Proximal Development* (ZPD) is an approach that explains that children's language development can be supported by meaningful interactions between children and peers as well as between children and adults around them (Amal et al., 2025).

Table 6. Wilcoxon Test Results of Children's Expressive Language Ability in the Control Group

Test Statistics[a]	*Post-test Experiment – Pre-test Experiment*
Z	-3.641[b]
Asymp. Sig. (2-tailed)	.000

Note:
[a] Wilcoxon Signed Ranks Test.
[b] Based on negative ranks.

Based on the Wilcoxon test results above, the Z-value is −3.641 with an *Asymp. Sig. (2-tailed)* of 0.000 < 0.05. Therefore, it can also be concluded that there is a significant difference in the expressive language abilities of children in the control group who did not receive treatment. The increase in children's expressive language in the control group was seen by the researchers to be influenced by social interaction factors that occurred between the researcher and the control group during the research process. Social interactions and emotional relationships present during the research process also affected children's expressive language skills in the control group. This is consistent with the explanation of a study that children who grow up in a communicative environment will stimulate children's language skills. And vice versa, children who grow up in a passive environment can slow down children's language development (Munandar et al., 2022).

Table 7. Results of the Mann-Whitney Test on Children's Expressive Language Ability in the Experimental and Control Groups

Group	*N*	*Mean Rank*	*Sum of Ranks*
Post-test Experimental Group	17	21.09	358.50
Post-test Control Group	17	13.91	236.50
Total	**34**		

Test Statistics[a]	
Parameter	*Value*
Mann-Whitney U	83.500
Wilcoxon W	236.500
Z	-2.220
Asymp. Sig. (2-tailed)	.026
*Exact Sig. [2(1-tailed Sig.)]**	.034[b]

Note:
[a] Grouping Variable: Group (Experimental and Control).
[b] Not corrected for ties.

Based on the table above, it is known that the number of samples in each class, both experimental and control, was 17 children with a total of 34 children. The *mean rank* value in the posttest of the experimental class was 21.09 higher than the control class of 13.91, which shows that on average the ranking of *the results of the children's posttest in the experimental class was better. In addition,* the sum of ranks in the experimental class was also larger, at 358.50 compared

to the control class of 236.50, which further strengthens the difference in results between the two groups. Thus, this data indicates that the treatment given in the experimental class had a better effect on improving the child's ability compared to the control class.

Based on the results of the research that has been conducted, the development of children's expressive language shows an improvement in the three indicators tested, namely the ability to tell experiences, the ability to express opinions, and the ability to ask questions. However, these improvements do not occur equally in every indicator. The indicator of children's ability to tell experiences is the indicator with the highest achievements. This shows that children are easier to express language when departing from real experiences that they have experienced. This finding is in line with the theory that expressive language skills include the ability of children to retell information that has been known and express ideas orally (Azmi et al., 2023). The activity of telling experiences provides children with opportunities to process information that they have previously had, so that children are more confident and able to compose sentences sequentially. In addition, the use of picture cards also strengthens this ability because children are helped by concrete visualizations. This is in accordance with the theory that picture cards function as a verbal stimulus that encourages children to speak and explain what they see (Ratmawati et al., 2024)

In the indicator of the ability to express opinions, children also experienced a fairly good increase. This shows that children are beginning to be able to express their ideas, desires, and thoughts verbally. This increase is inseparable from the application of the dialogical method that emphasizes two-way interaction between teachers and children. This is corroborated by two studies at the same time that explain that dialogical methods can effectively improve children's vocabulary (Nurhayani & Eliza, 2022). In addition, dialogical activities allow children to convey ideas, respond to friends, and engage in meaningful social communication. This is in line with the research mindset that states that the picture card-based dialogical method can improve children's ability to express opinions as part of expressive language.

The dialogical method, which is a method that emphasizes two-way interaction, can enrich children's vocabulary and make children more active in the learning process. One research that is also continuous with the explanation above is a research conducted by (Amal et al., 2019), explaining an approach called the Reggio Emilia Approach (REA). This approach makes the child the center of the learning process and considers that the child is a competent learner so that the curriculum model can be directed by the child himself. This is directly proportional to the application of the dialogical method that stimulates children to be more active in the learning process, so that the activeness and competency standards expected in developing expressive language can be achieved to the maximum.

The indicator of questioning ability has not increased optimally compared to the other two indicators. This is because children tend to be more passive in asking questions and more active in answering questions given by teachers. In the theory study, it is stated that the ability to ask questions is part of expressive language skills that involve the use of question words such as "what", "why", and "where" (Husna & Eliza, 2021). This is related to the concept of *scaffolding*, where teachers provide assistance in the form of direction, fishing questions, and

vocabulary reinforcement to help children develop their language skills.

CONCLUSION

Based on the results of the study, it can be concluded that the description of children's expressive language skills in Ar Rahmah Kindergarten before and after in the experimental group that was given the application of the dialogical method using picture cards experienced significant changes because the results showed differences in categories during *the implementation of pre-test* and *post-test* Namely from a score that was originally classified as low to a score dominated by the very good category.

The description of children's expressive language skills in Ar Rahmah Kindergarten before and after in the control group that was given the application of the dialogical method using picture cards also experienced changes but not as much as the changes that occurred in the experimental group, because the results showed differences in categories during *the implementation of pre-test* and *post-test* namely from a score that was originally classified as low to a score that was dominated by the good category, and there was an influence on the application of the picture card-based dialogical method on the expressive language skills of children aged 4-5 years at Ar Rahmah Kindergarten.

The design of the picture card applied at the time of the research was still somewhat less able to capture the attention of the child as a whole even though it had been integrated with the dialogical method. The design of the picture card media that is more attractive or with a larger size can be a recommendation for teachers or researchers in applying this learning method. The application of the dialogical method in a more interesting way is also a recommendation for the gara when applying this method.

This research is certainly still far from perfect because there are still some limitations that it has. Limitations in this study come from various categories, one of which is the limitation of application where at the time of application there are several children who show boredom and it is quite difficult for researchers to take full attention to children. Another limitation is that the number of samples in this study is still relatively small so that it affects the results of the research, the use of relatively large samples can be a recommendation for the next researcher in order to produce more general and strong research results.

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