

The Influence of Market Day Activities on Expressive

Language Skills in Children Aged 5-6 Years

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ABSTRACT

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This research examine the influence of market day activities on the development of expressive language skills in children age 5-6 years. The background of this research is based on the limited expressive language ability of children in understanding word meanings and constructing sentence structures. Market day activities are expected to serve as interactive and collaborative learning experiences that can enhance children's expressive language skills. This research employed a Quasi Experimental Design with a Nonequivalent Pretest-Posttest Control Group Design. The research involved 15 children of TK Siti Aminah as a experimental group and 15 children of TK Baiturrahman as a control group. Pretest results showed there is significant differences between the two groups. However after the market day treatment and through hypothesis testing using the Mann Whitney U Test, a significant difference was found. The experimental group demonstrated a notable improvement in expressive language skills compared to the control group. These

findings indicate that market day activities have a positive impact on the expressive language development of children aged 5-6 years.

Introduction

Early Childhood Education (ECE) is an educational level designed for children from birth to six years of age, with the aim of supporting the optimal growth and development of children so that they are well prepared to enter primary education. According to Article 1, Paragraph 4 of the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 8 of 2024 on the content standards for PAUD, Early Childhood Education (ECE) is an educational development effort targeting children from birth up to six years of age, conducted through educational stimulation to support physical and mental growth and development, enabling children to be well-prepared for further education (Permendikbudristek No. 8, 2024). During the golden period of development, children experience rapid growth, so appropriate stimulation is needed to support their optimal development. The stimulation provided can include aspects of religious and moral values, Pancasila values, physical motor skills, cognitive skills, language, and social-emotional skills.

Language is one of the important aspects of child development. Language development in early childhood is a complex and very important process in the early phases of human life (Mushlihin et al., 2017). Language functions essentially as a means of expressing an

individual's thoughts, feelings and needs (Elan et al., 2023). Lev Vygotsky stated in his constructivist or cognitive theory that the connection between cognition and the environment influences a child's ability to acquire language effectively (Hidayat, 2023). Language development is divided into four components including listening, speaking, reading and writing (Munasih & Nurjaman, 2017). Early childhood language skills are divided into three categories: receptive language, expressive language, and literacy. One of these is expressive language, or the language spoken and expressed by children. Expressive language in young children facilitates children in using and expressing what they think through speaking skills that utilize vocabulary appropriately (Dorlina et al., 2022). Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 8 of 2024 on the content standards for early childhood education, which is further elaborated in the description of children's developmental achievements, states that in the aspect of expressive language for children aged 5-6 years, it includes children's abilities such as expressing ideas and thoughts, communicating clearly, using a variety of vocabulary, storytelling and discussing, as well as using language for role-playing.

Based on the results of observations conducted by the researcher at two schools, namely Siti Aminah kindergarten and Baiturrahman kindergarten, it was found that teachers always strive to improve children's abilities in the language aspect, one of which is expressive

language. Teachers provide stimulation in various ways, such as involving children in active discussions or question-and-answer sessions. The observation results showed that some children still struggle with expressive language. Teachers must always provide prompting questions or assistance to help children tell stories and express their opinions. During discussion activities, children tend to listen more, resulting in a lack of feedback between teachers and children. At the age of 5–7 years, children should begin to demonstrate better communication skills, where they engage in dialogue and ask and answer questions (Kholilullah et al., 2020). Additionally, it was found that most children still struggle to form words into correct sentences and lack understanding of certain words. Miftahurrohman & Hasibuan, (2024) emphasize the urgency of early intervention and continuous support to develop children's abilities. Therefore, expressive language in children's development is an urgency as the foundation for communication and basic language skills in the future. Thus, appropriate language stimulation from an early age is crucial to support children's growth and development to their full potential according to their age stage. Such stimulation can be provided through engaging interactive learning activities like Market Day.

Market Day is a form of learning that can stimulate language development in children. In line with Lev Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in language development, Market Day creates an environment that

encourages children to interact directly with their friends or teachers. The Zone of Proximal Development (ZPD) is created when children receive guidance or scaffolding in the use of expressive language through Market Day activities (Etnawati, 2022). The purpose of organizing Market Day activities is to identify the impact of these activities on the expressive language skills of children aged 5-6 years. To determine the extent to which Market Day activities can influence children's expressive language skills, it is necessary to analyze the interactions that occur during the activities.

Methods

This study used a quasi-experimental design method with a non-equivalent control group design (Krishnan, 2025). The research subjects consisted of two groups, namely the experimental group consisting of 15 children from Siti Aminah Kindergarten and the control group consisting of 15 children from Baiturrahman Kindergarten. The research instrument used to measure children's ability to work together was first tested for validity using the expert judgment technique by experts competent in their fields. The normality of the data was tested using the Shapiro-Wilk test, as the sample size was less than 50 subjects. The hypothesis test to determine the difference in cooperation skills between the experimental and control groups was conducted using the Mann-Whitney test, as the data was not normally distributed.

Result and Discussions

The results of the normality test analysis show that in the

experimental group the Sig. pretest value is $0.125 > 0.05$ and the Sig. posttest value is $0.151 > 0.05$, which indicates that the data in the experimental group is normally distributed. In the control group, the pretest Sig. value is $0.012 < 0.05$ and the posttest Sig. value is $0.064 > 0.05$, so there is data that is not normally distributed in the control group. Based on these data, it can be concluded that the data is not normally distributed.

Hypothesis testing in this study was carried out applying the Mann Whitney test, considering that the results of the normality test showed that the data were not normally distributed. The Mann Whitney test is used to identify any significant differences between two independent groups, namely the experimental group and the control group. Hypothesis testing will be done manually by comparing the difference between pretest and posttest results in the experimental group and control group, which will be described in the following description:

Unknown:
n1 = 15
n2 = 15
R1 = 339,5
R2 = 125,5
Asked:
a. U1 (Experiment)?
b. U2 (Control)?

Answer:
a. $U1 = n1 \cdot n2 + (n1(n1+1)/2 - R1)$
$U1 = 15 \cdot 15 + (15(15+1)/2 - 339,5)$
$U1 = 225 + (240/2 - 339,5)$
$U1 = 225 + (-219,5)$
$U1 = 5,5$
b. $U2 = n1 \cdot n2 + (n1(n1+1)/2 - R2)$
$U2 = 15 \cdot 15 + (15(15+1)/2 - 125,5)$
$U2 = 225 + (240/2 - 125,5)$
$U2 = 225 + (-5,5)$
$U2 = 219,5$

Based on the results of the manual calculation of the Mann Whitney hypothesis test by comparing the value of $U1 = 5.5$ with the Mann Whitney U table with the value of $n1 = 15$ and $n2 = 15$ and the results obtained U table = 46, the results show that $U1 = 5.5 < U \text{ table} = 46$ so that $H0$ is rejected.

Ha: Market Day has an influence on expressive language skills in children aged 5-6 years.

H0: Market Day has no influence on expressive language skills in children aged 5-6 years.

The results of the $H0$ hypothesis test were rejected, indicating that the treatment in the form of Market Day given to the experimental group had an influence on increasing expressive language skills in children aged 5-6 years compared to the control group who were not

given similar treatment.

Discussions

This study aims to identify the effect of Market Day activities on expressive language skills in children aged 5-6 years. Based on the results of data analysis obtained, it can be seen that there is a difference between expressive language skills in experimental group children who are given treatment in the form of Market Day with a control group that does not receive similar treatment.

The pretest results show that there is an initial difference in the expressive language ability of the control group higher than the experimental group. The higher initial ability difference in the control group can be explained through the theory of individual differences. Individual differences theory states that each individual has different unique characteristics such as intelligence, personality, learning style, and motivation that affect how to respond to certain conditions (Saefiana et al., 2022). In this case, the control group has superior characteristics such as at the cognitive level and has a more effective learning strategy so that it shows higher pretest results compared to the experimental group. After treatment in the form of Market Day, the experimental group showed an increase in expressive language skills with posttest scores that showed a significant increase when compared to the control group. This strengthens the hypothesis that Market Day activities have an impact on children's expressive language development.

Market Day activities provide opportunities for children to engage in an active and participatory learning process, so as to support the optimal development of children's skills and abilities (Widayanti et al., 2022). This can stimulate children in using language functionally, understanding the meaning of words, and composing sentences with more complex structures. In accordance with Lev Vygotsky's developmental theory, social interaction plays a crucial role in children's language development. Through the concept of Zone of Proximal Development (ZPD), Vygotsky explained that children will more easily develop new skills when they are in an environment guided by adults or peers. Interaction between children and educators and peers contributes to the expansion of children's vocabulary, understanding of language structures, and improving overall language skills (Fatimah et al., 2024).

The results of a significant increase in the experimental group also show that the scaffolding provided by the teacher during the activity plays a major role in encouraging the development of expressive language in children. In this case the teacher acts as a mediator who helps children express their opinions so that children can communicate more clearly and structured.

Based on the results of the research that has been carried out, it can be concluded that Market Day activities are an effective learning method to stimulate expressive language in early childhood. Market Day not only stimulates language development but can also foster

children's courage in speaking, develop self-confidence, and stimulate children to think logically in composing meaningful words. Market Day, which is packaged attractively, makes the learning process meaningful to children because it provides freedom in developing the basic abilities of children, channeling ideas through activities that can stimulate children's imagination (Supardi et al., 2023). Thus, Market Day activities in early childhood learning are very relevant to support aspects of language development, especially in expressive language. In line with the concept of language development according to Lev Vygotsky's theory, Market Day can act as a learning tool that supports the learning process through direct experience and social interaction.

Conclusion

This study shows that children's involvement in Market Day activities contributes positively to the development of expressive language skills in children aged 5-6 years. Learning through Market Day activities is able to create learning conditions that are active and interactive, which provide opportunities for children to hone language skills through direct practice in a social environment in line with the developmental theory by Lev Vygotsky. Based on the results of the Mann Whitney U Test analysis, there was a significant difference between the experimental group and the control group in the improvement of expressive language skills scores before and after treatment. This finding indicates that experiential learning such as Market Day is effective in supporting children's ability to understand

the meaning of vocabulary and construct more complex sentence structures.

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