
IMPROVING CHILDREN'S LANGUAGE SKILLS THROUGH THE MEDIA ILLUSTRATED STORY BOOK

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Abstract

Early childhood education has a large role in efforts to develop children's language skills. The problem that often occurs in language development at the level of early childhood education is that children are still experiencing difficulties in expressing language correctly. So it is necessary to have a strategy in managing and implementing appropriate learning media to be able to improve children's language activities. The purpose of this research is to find out the process of applying picture book media strategies as an effort to improve children's language skills. This research uses a descriptive method with a qualitative approach. Data collection techniques through interviews, observation and documentation study. Subjects in this study were 2 teachers, and students aged 4-5 years as many as 20 children in Kober Ya Ibna, Cibabat Sub-District, Cimahi Utara District, Cimahi City. The results showed that; (1) strategies in improving children's language skills through the media picture books begin with the planning stage, (2) the implementation of the effectiveness of language learning activities through the picture book media can improve children's ability in language, (3) the difficulties encountered in the learning process includes the limitations of story books and other infrastructure that can be handled well so that they don't interfere with the learning process. Media illustrated story books through the method of storytelling conducted by the teacher has an important role in improving language skills in children. Because of the importance of this learning strategy, it is essential to sustainable development and develop it.

Keywords: Early childhood; Language skill; The media of picture books

Abstrak

Pendidikan anak usia dini memiliki peran besar dalam upaya mengembangkan kemampuan bahasa anak. Permasalahan yang sering terjadi pada pengembangan bahasa di jenjang pendidikan anak usia dini adalah anak masih mengalami kesulitan dalam mengungkapkan bahasa dengan benar. Sehingga perlu adanya strategi dalam mengelola dan merapkan media pembelajaran yang tepat untuk dapat meningkatkan aktivitas bahasa anak. Tujuan penelitian ini yaitu untuk mengetahui proses penerapan strategi media buku cerita bergambar sebagai upaya untuk meningkatkan keterampilan berbahasa anak. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data melalui wawancara, observasi dan studi dokumentasi. Subjek pada penelitian ini adalah 2 orang guru, dan siswa berusia 4-5 tahun sebanyak 20 anak di Kober Ya Ibna Kelurahan Cibabat Kecamatan Cimahi Utara Kota Cimahi. Hasil penelitian menunjukkan bahwa; (1) strategi dalam peningkatan kemampuan bahasa anak melalui media buku cerita bergambar dimulai dengan tahap perencanaan, (2) pelaksanaan kegiatan efektifitas pembelajaran bahasa melalui media buku cerita bergambar mampu meningkatkan kemampuan anak dalam berbahasa, (3) kesulitan-kesulitan yang ditemui pada proses pembelajaran meliputi keterbatasan buku cerita, dan sarana prasarana lainnya mampu diatasi dengan baik, sehingga tidak mengganggu proses pembelajaran. Media buku cerita bergambar melalui metode bercerita yang dilakukan oleh guru memiliki peran penting dalam meningkatkan kemampuan berbahasa pada anak. Oleh karena pentingnya strategi pembelajaran ini, maka sangat perlu dikakukan secara berkelanjutan dan dikembangkan.

Kata Kunci: Anak Usia Dini; Kemampuan Bahasa; Media Buku Cerita Bergambar

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INTRODUCTION

Early childhood education is essentially an education that is organized with the aim of facilitating the growth and development of the overall aspect of the child's personality (Hidayah, 2015). Early childhood was considered very important, because at this time the process of development has gone very rapidly. So, according to Rozalena and Kristiawan (2017) early age is often referred to as The Golden Age which is a golden era of early childhood between 0-6 years. At this time, children should be given education, stimulus and concrete examples of the surrounding environment in order to go through the stages of development including the development of the brain and its intelligence.

Development is a process of change that occurs in children who will learn to master the higher levels of various aspects. The development of language becomes one of the important aspects to be developed at an early age that is expressed by the child's thought using words that mark the increase in ability and creativity of the child in accordance with the development stage. Language development can begin since the infant and rely on its role in the experience, mastery and language growth. Development of language proficiency for early childhood aims to allow the child to communicate orally with his environment (Filtri & Efastri, 2019).

Suyadi (2010) said that early childhood activities were speaking and listening. They have not been able to write and read perfectly. Therefore, early childhood in the language that needs to be constructed and developed mainly listening and speaking skills. Developing a child's language skills will well affect other aspects of development, one of which is the cognitive ability of the child. Language has an important role in children's intellectual, emotional and social development. Therefore, language skills are the ability that the child must have in his/her life to be able to communicate with members of the social group. The communication of children certainly has different ways with adults. Through such communication can encourage the child to be able to raise something that has been thought through feelings, books or other reading material (Rosalina, 2011).

Children's language skills can develop optimally if given the right stimulus and in accordance with its development. Children need to continuously train their language skills by stimulating them to speak so that his your vocabulary grows and the child has no difficulty in delivering anything (Aprinawati, 2017). Early childhood education has a major role in developing children's language skills.

The problem is often the development of language at the kindergarten (TK) or the group Play (Kober) education that children are still experiencing difficulties in speaking. As the results of preliminary observations conducted by researchers showed that the ability to speak children in the group Play (Kober) Ya Ibna precisely in the village Cibabat district of North Cimahi can still be categorized low. Of the twenty student groups there are twelve children who have not been able to speak properly and have not yet been able to reveal the language correctly (table 7 data). This is possible because the teaching and learning activities in Kober Ya Ibna still not optimal in providing stimulus to improve the child's language skills. The learning process is still lacking using innovative learning media, so that children sometimes feel bored seeing from learning methods that still use face to face method with classical method and not use alternative

media such as big books, audiovisual and so on. Therefore, there needs to be a strategy to manage and complete the appropriate learning media to improve children's language activity. The condition in accordance with the findings of Ratnasari and Zubaidah (2019) About children's language skills in Kindergarten shows the lack of media support used as props in the language learning process. Therefore, there is a need for an effort to improve the language skills of children to develop optimally. One of them is using creative and innovative learning media.

Literally medium means intermediary or introduction. The term "media" is derived from the Latin and is the plural form of the word "medium" which literally means center, intermediary or message introduction of the message sender to the message recipient (Sadiman, 2009). The Media is used to facilitate learning. The media can also be used to increase the interest and passion of children's learning, because the media are useful to overcome the limitations of space, time and memory (Aprinawati, 2017). In this research, learning media that are used to improve the language skills of children is a media picture book.

According to Ratnasari and Zubaidah (2019) The Illustrated Storybook is a book in which there are illustrations, where the text and images complement each other to convey a story. The main elements of the storybook are stories and drawings. The image makes the child understand the content in one view, different from the posts that need to be understood little by little. Through the image, the child will be invited to connect what is read with the illustration in the book. The story book gives children an opportunity to add vocabulary so that children can develop their language skills. Furthermore, through learning using the image media accompanied by a method of storytelling and questioning, the child is easier to develop his speech skills through the activities of answering questions, retelling the content of the story, and telling about personal experience (Fitriyani & Joni, 2017).

Henry Guntur Tarigan (2008) also stated "language skills have four components, listening skills, speaking skills, reading skills and writing skill." The purpose of this research is to know the process of implementing learning strategies conducted by teachers, ranging from the planning, implementation, effectiveness of learning, and obstacles faced in the stimulus aspects of language development through the media of the picture book that is expected to improve language skills in early childhood.

METHOD

This study used a descriptive method with a qualitative approach, because the problem is researched describing the real situation is happening from the object being researched i.e. Early childhood in Kober Ya Ibna Cibabat Sub District of Cimahi north of Cimahi.

The subject of this study consisted of teachers, students and principals in Kober Ya Ibna Cibabat subdistrict of the Cimahi Utara city. Data collection is conducted using observation techniques, interviews, and documentation studies. Instruments of research in the form of observation sheets and interview guidelines. As for the respondents in this study were 2 teachers, and students aged 4-5 years as much as 20 children in Kober Ya Ibna Cibabat Sub District of Cimahi Utara City. Research is conducted on the odd semester of the 2019-2020 school year.

Observations were made to collect data through observations of circumstances, situations, events and activities. Researchers use passive observation that researchers observe directly the

subject of research, but do not engage in such activities (Sugiyono, 2017). Through observation techniques will be obtained information about the application of learning techniques through a method of storytelling with the media of the picture book and the result of early childhood.

The interview technique is used to strengthen and acquire more information about the objects to be researched. Researchers use structured interviews with questions relating to the application of learning techniques through the storytelling method using the media of the picture book to the respondent.

The study of the documentation examined in this study is a writing or note of a report, archive or other material record related to the issue being researched. The documentation will be used to obtain the curriculum data implemented in Kober Ya Ibna Cibabat subdistrict of the Cimahi Utara city, including the syllabus and assessment as well as the implementation of Learning Plan.

Data analysis used by models Miles and Huberman (Sugiyono, 2017) are:

1. Reduction of data (data reduction); Summarizes and selects the data found in the field in accordance with the focus of the research.
2. Presentation of data (Data display); Presenting the selected data into the table Form, making it easy to understand.
3. Withdrawal of conclusion/verification (conclusion drawing/verification); Take conclusions from the data that has been presented and analyzed.

RESULTS AND DISCUSSION

Results

1. The strategy and implementation of children's language learning through an illustrated book Media

Based on the findings of research obtained the results that the strategy and application of language learning children through the media storybook teachers in Kober Ya Ibna Cibabat subdistrict North Cimahi in the city of Cimahi begins with the planning stage in advance the results of interviews and observations with teachers that have been done, namely:

Table 1. Are you in the learning strategy of preparing a daily activity plan?

No	Alternative answer	Frequency	%
1	Sometimes	-	-
2	Rarely	-	-
3	Always prepare	2	100
4	Depending on the circumstances	-	-
Amount		2	100

Table 2. Do you prepare learning media through method activities Storytelling with various media story books?

No	Alternative answer	Frequency	%
1	Yes	2	100
2	Not	-	-
3	Up	-	-
4	Sometimes	-	-
Amount		2	100

Source: Respondent

Table 3. How do you improve your child's language skills at 3-4 years of age?

No	Alternative answer	Frequency	%
1	Providing rough motor activity	-	-
2	Providing activity with storytelling methods	2	100
3	Providing counting activities	-	-
4	Provide writing activities	-	-
	Amount	2	100

Source: Respondent

Based on the table and the interview can be known the planning stage that the teacher did before starting the learning begins by setting up a daily activity plan (RKH), and preparing the learning medium. While the method used by teachers to support the application of picture book Media in improving children's language skills is by using methods of storytelling in learning activities. Furthermore, the interviews were strengthened with the observation that researchers have done, by observing directly teacher activities in implementing learning strategy, namely:

Table 4. Steps to improve children's language learning strategy through picture book media

Indicators	Sub indicators	Good	enough	less
Steps to improve children's language learning strategy through the media pictorial Storybook	Teachers prepare for RKH before learning	✓		
	Teachers prepare learning media before the activity begins	✓		
	Teachers prepare assessment records	✓		
	Teachers condition children before learning activities begin	✓		
	Teachers use classical Learning		✓	
	Teacher explains the theme of learning	✓		
	Teachers stimulate children in learning activities	✓		

Source: Observation Guide

Based on the table regarding the strategy and implementation of children's language learning through the media, the picture book is good enough, this is evident from the teacher to prepare the daily activities Plan (RKH), prepare the advice for learning, prepare the learning materials and prepare the complete learning media to achieve the learning activities optimally.

2. Effectiveness of children's language learning through picture book media

The results of the interview further explain the frequency of implementation of children's language learning by using the media of the picture book and the teacher's role in the learning. Here are the results of interviews with Master 1 and Guru 2, namely:

Table 5. Frequency of activity method of storytelling with media picture book story In school

No	Alternative answer	Frequency	%
1	Once a month	-	-
2	Once a fortnight	-	-

3	Once a week	-	-
4	One week to two times	2	100
	Amount	2	100

Source: Respondent

From the table, it can be seen that Kober Ya Ibna Cibabat subdistrict of North Cimahi in the city of Cimahi using the method of storytelling and media picture book story done twice in one week.

The teacher's role in stimulating children's language skills is enormous. The teacher was instrumental in the stimulus to the ability of the child in language, ranging from preparing the storybook, and determining the theme of the story, as the following interview results:

Table 6. The role of teachers to stimulate children's language through storytelling methods using the media picture book

No	Alternative answer	Frequency	%
1	Very large	2	100
2	Moderate	-	-
3	Very small	-	-
4	No effect	-	-
	Amount	2	100

Source: Respondent

Furthermore, the success of learning students through the method of storytelling using the media of the picture book can be seen from the observation results conducted by researchers in two meetings. A child language enhancement indicator that the researcher uses includes the child's ability to open each page of the story book, the child's ability to hear and listen to the story well, as well as the child able and dare to retell the content of the story Here are the results of the observation and assessment conducted by researchers directly

Based on the results of the research of researchers on the first observation sheet can be seen that the ability to open each page of the storybook still a lot of 8 children, began to grow as many as 7 people and develop as expected by 5 people. While the child's ability to listen and hear on average is in the condition of developing 11 children, has not developed as much as 7 people and develops as expected only as many as 2 children. In the child's ability to retell the content of the story book largely still in the undeveloped condition that is as many as 12 children, began to grow as many as 6 children and develop according to hope as many as 2 children.

Table 7 Student learning outcomes on observation I

No	Child's name	Can open pages of various storybooks			Can listen and hearken to the story well			Able and dare retell the content of the story			Description
		BB	MB	BSH	BB	MB	BSH	BB	MB	BSH	
1	Azka	√				√			√		
2	Gazwa			√		√			√		
3	Nazriel			√		√			√		
4	Aish		√			√				√	
5	Nazherra			√		√				√	
6	Naufal	√			√				√		
7	Farell	√			√				√		
8	Reza		√			√				√	
9	Tyandra		√			√			√		

No	Child's name	Can open pages of various storybooks			Can listen and hearken to the story well			Able and dare retell the content of the story			Description
		BB	MB	BSH	BB	MB	BSH	BB	MB	BSH	
10	Fashlan	√			√			√			
11	Lingga	√				√		√			
12	Putra		√			√		√			
13	Rizki	√			√			√			
14	Alya		√			√			√		
15	Ara	√			√			√			
16	Gavin	√			√			√			
17	Iyas		√				√		√		
18	Amira		√		√				√		
19	Tata			√		√					√
20	Yayas			√			√				√
Total		8	7	5	7	11	2	12	6	2	

Further observation results at the second meeting obtained the following results:

Table 8. Student learning results in observation II

No	Child's name	Can open pages of various storybooks			Can listen and hearken to the story well			Able and dare retell the content of the story			Description
		BB	MB	BSH	BB	MB	BSH	BB	MB	BSH	
1	Azka			√		√			√		
2	Gazwa			√			√				√
3	Nazriel			√		√		√			
4	Aish			√		√			√		
5	Nazherra			√			√				√
6	Naufal	√			√			√			
7	Farell	√			√			√			
8	Reza		√			√			√		
9	Tyandra	√			√			√			
10	Fashlan	√			√			√			
11	Lingga	√				√		√			
12	Putra			√		√		√			
13	Rizki	√			√			√			
14	Alya			√			√				√
15	Ara		√			√			√		
16	Gavin			√			√		√		
17	Iyas			√			√				√
18	Amira	√			√				√		
19	Tata			√		√					√
20	Yayas			√			√				√
Total		7	2	11	6	8	6	7	6	7	

Based on the table of observations on the second meeting, it can be seen that student learning results are improved. The ability to open each page of the storybook has grown in accordance with the expectations of 11 children, began to grow as many as 2 children, and has not developed as many as 7 children. On the ability of the child to listen and hearken to the content of the story is mostly still in the developing stage of 8 children, has not developed as much as 6 children and develops as expected by 6 children. Furthermore, the ability of children in retelling the content of the story also increased ability, namely as many as 7 children already

in the developing level as expected, 6 children began to develop, and 7 children have not developed well.

Overall learning in children's language through the media of the picture story book with the media presentation provided by educators is good enough and creative to improve the ability of children through this method of storytelling.

3. Barriers encountered when implementing a learning strategy through a media picture book

Based on the results of the interview, there are obstacles that teachers feel in implementing a learning strategy through the media of the picture book. The interview results are as follows:

Table 9. What obstacles are perceived in the implementation of improving children's language skills with media picture book stories?

No	Alternative answer	Frequency	%
1	Limited Storybook	2	100
2	The location is too wide	2	100
3	Choosing the right Time	2	100
4	Everything is True	2	100
	Amount	2	100

According to the table it can be known that the obstacles or obstacles faced by the teachers are true all three so that 100% of these constraints are obstacles in the process of improving the child's language skills. From the results of interviews that researchers do, how to overcome the difficulties or barriers encountered when implementing a learning strategy through the media of the Illustrated storybook is: obliging every parent of the student to buy a written and illustrated storybook to complement and multiply the storybook so that the child is interested in reading and being placed in a special story book, creating a special area for learning methods of storytelling in a large class area and scheduling a reading.

Discussion

Based on data acquisition through interviews, observations, and documentation, study studies that researchers have done, it is known that Kober Ya Ibna has implemented a children's language learning strategy using a well-documented media picture book. The steps in improving children's language skills through the media of the picture book in Kober Ya Ibna are as well as preparing steps of the daily learning strategy process, where teachers always prepare a daily activity plan (RKH), means, materials, and learning media before learning activities. To carry out the preparation steps before the learning process is crucial by the teacher for the achievement of learning objectives and facilitate teachers in delivering learning materials.

According to Salma (Nasution, 2017) the preparation of this learning plan is related to the plan that she must carry out while in the classroom. In order for the learning, planning to be well structured, educators need a foundation of thinking or knowledge that supports the preparation of learning plans. Learning is a process consisting of aspects of what learners do and what educators do. Therefore, to obtain a quality and maximal learning process, there is a need for planning.

In support of the media use of the picture book, teachers set a method of storytelling in the learning process. This method is considered appropriate to stimulate children's language skills

at the age of 4-5 years in Kober Ya Ibna. According to Fauziddin's opinion (2017) that the purpose of storytelling for children aged 4-5 is for children to listen carefully to what is conveyed by others, the child can ask if they do not understand it, the child can answer the question, then the child can tell and express to what is heard and told so that the wisdom of the content of the story can be understood and gradually listened to, cared for, performed and related to others. Moreover, (Rizqiyani & Azizah, 2018) also commissioned that through the activities of storytelling children can express their language, expressing the ability to think, able to interact with friends, read, and listen.

Improving the effectiveness of children's language learning through the media of the picture book is done in a planned and executed twice a week. Teachers play an important role in learning processes such as preparing storybooks, and determining the theme of stories, setting children up before learning activities begin, and stimulate children in learning activities. The teacher's role has a major influence on learning. Widyastuti (2018) reveals that to optimize children's language development, it is necessary for the roles, duties, and efforts of a teacher or educator.

In the first activity, children were introduced various media types of picture storybook. The results of observation of the first activity of the child's ability to open a page from the contents of various types of storybook felt not optimal has seen from, there are some children who have not been interested to see and listen to the content of the storybook and still only hold the story book, then this condition is used as an evaluation material by researchers and teachers, it is intended to correct the deficiencies that occur in subsequent activities in order to obtain optimal results or achieve better results.

The effectiveness of language learning activities through the media about the picture book in the second stage is seen as progress, it is proven by the response of children who are enthusiastic in seeing, listening and listening to the contents of the picture book, as well as a very high child confidence when they are able to tell the content of the story of the media picture book that has been delivered by the teacher.

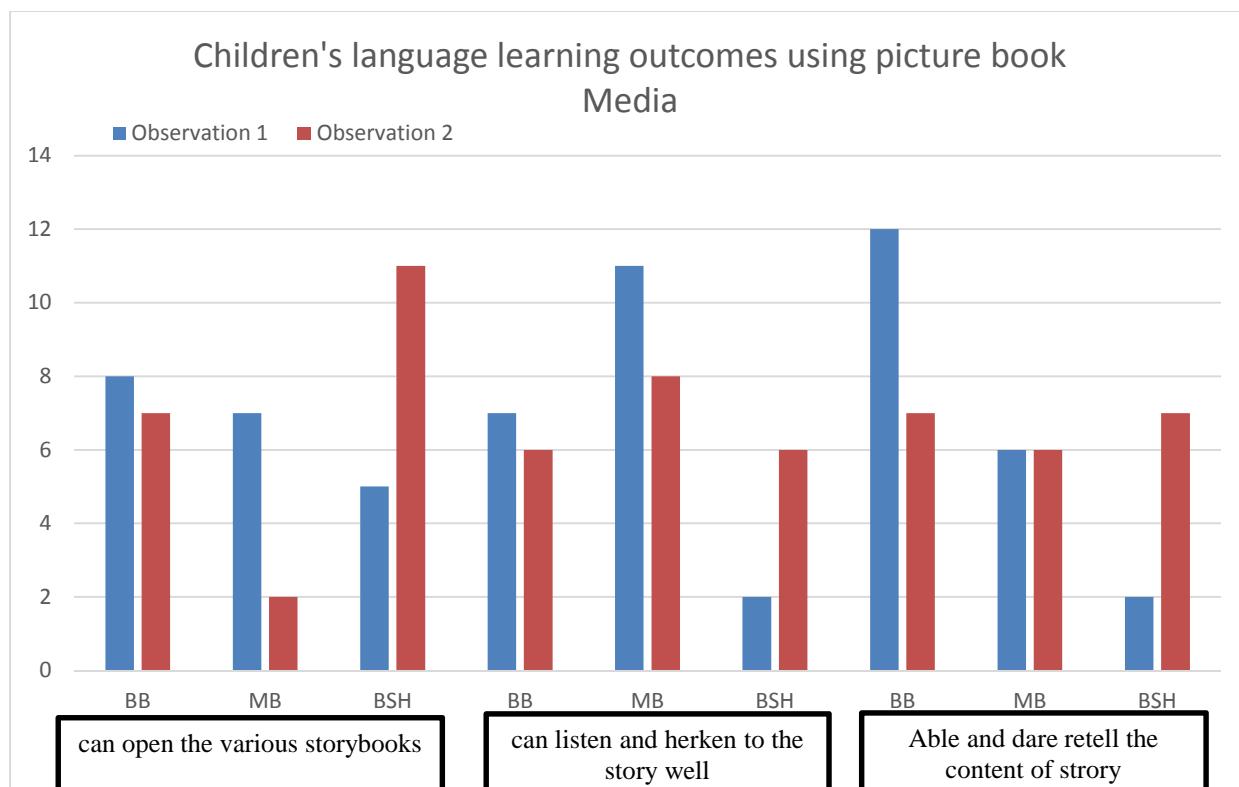


Figure 1. The child's language proficiency

Based on the graph of the development of language skills after being given the effectiveness of children's language learning through the media picture book in the second stage shows satisfactory results. Based on the research results, accumulative of the first activity and the second activity in increasing the language skills of children through the media of the picture book, the achievement of indicators of the language of the ability to listen to the content of the storybook and Dare to tell the content of the story book again categorized with assessment (BM) has not developed, (MB) began to evolve, (BSH) This shows that the implementation of a storytelling method with the media of the picture book can improve the language skills of the 4-5 year old in Kober Ya Ibna.

This results in accordance with the research results of Indahyani (2014) who also applied the method of storytelling with the media such as picture illustrated books can develop children's language proficiency. Picture book Media can build courage for children to communicate with others, so that children's language skills develop in accordance with the development phases of children, children who actively develop their language skills will evolve compared with inactive children. In addition, a picture book that becomes a media learning has a huge role in the stimulus to the development of children's language. As Ratnasari and Zubaidah (2019) revealed that the learning media became one of the factors that contributed to the success of a learning activity. The purpose of media use is to help facilitate children's understanding. Children who are at the age of 4 years have not been able to understand the content of learning delivered only in verbal form. The delivery of such learning should be balanced with the help of the media to clarify the objectives to be delivered to the child. Further research has been done by Isbell (2002) also shows that with the media when telling the child can build a more complex vocabulary, and increase understanding when often exposed stories through images viewed.

Difficulties or obstacles encountered when implementing a learning strategy through the media of the picture book is a limitation factor in a storybook, a place that is too wide, and choose the right time for the child to tell the media content of the picture book. The limited media is learning to be one of the obstacles in the learning process, as the results of the research conducted by Dewi (2014) that shows that one of the constraints of teachers in the learning process is the lack of learning media that is owned by the school. So in an effort to improve children's language skills, teachers should be able to establish various media and learner methods. To remain able to stimulate child language development.

Teachers make efforts to overcome existing barriers, including schools collaborating with parents to complement learning resources that can help grow their children optimally. As the results of the research conducted by Afnida and Fitriani, (2016) that the high level of language proficiency of children through the use of picture books in child language development is supported by the availability of picture book facilities at school and the role of a class teacher on the use of illustrated storybooks in the development of children's language as well as the child's interest in reading books, as well as the role of parents who also facilitate and introduce their children with.

CONCLUSION

Based on the results of the research and analysis of the data that has been outlined, it can be concluded that the strategy in improving children's language skills through the media of the picture book began with the planning stage, namely by preparing a daily activity plan (RKH), facilities, materials, and media learning and using methods of storytelling in the learning process. The effectiveness of children's language learning is planned. The effectiveness of children's language learning through the media of illustrated books with the media presentation provided by educators is good enough and creative to improve the language skills of children through this method of storytelling. Learning outcomes show that the implementation of effective language learning activities through the media about the picture book can improve the ability of children in language. Difficulty – difficulties encountered when implementing a learning strategy through the media of the picture book such as the limitations of the story book, and other infrastructures are able to be addressed properly, so as not to interfere with the learning process.

The Media of picture story books through storytelling methods performed by teachers has an important role in improving language proficiency in children. Seen from the learning process that has been done makes the child have the ability to open their own storybook, hear and hearken to the story read by the teacher, and the child is able to retell the content of the book with confidence. Because of the importance of this learning strategy, it is necessary to be done sustainably and in development.

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