

## The Use of Audiovisual Media And Speaking Skill Development Of Children Aged 5-6 Years In Kindergartens in South Sulawesi

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**Abstract.** This study aims to determine the use of audiovisual media in learning speaking skill and to describe the use of audiovisual media in developing the speaking skill of children in kindergartens. This study provides an overview of the application of audiovisual-based technology in the lives of children as a means of play which will be continuously developing and highly attractive to children. The results show that the use of audiovisual media in improving children's speaking skill in the learning process in kindergartens is still in the low category compared to other learning methods such as storytelling, conversation and role playing. This is because, based on the finding, teachers are still lacking in providing varied learning media and the use of audiovisual media is still limited, this is due to various obstacles including the availability of infrastructure and the teacher's ability in applying audiovisual media is still limited.

**Keywords:** Audiovisual media, speaking skill, kindergarten

### INTRODUCTION

Kindergarten as an educational institution that provides services to develop children's potential is the foremost pillar that focuses on the process of physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior as well as religion) language and communication, in accordance with the uniqueness and stages of development that are passed by early childhood. From these various developments, language development is one of the important aspects of development because it has a connection in supporting children in developing other aspects of ability. With good language ability, children can express what they think to be conditioned to their environment.

Language and speech according to Zubaidah (2004) are two things that cannot be separated from one another. Language includes every form of communication caused by thoughts and feelings to convey meaning in the form of

messages to others (Hurlock, 1988). In that language, it is necessary to use signs or symbols into a grammar within a particular structure. Children will understand a person's expression through the use of vocabulary. However, without vocabulary used as an element of speech, children cannot be said to speak or talk. Thus, even though other means of speaking are fulfilled, without vocabulary mastery, a person / child cannot speak.

Tiel (Nugrahini, 2019) said that children's speaking skill will also improve through the pronunciation and clear articulation of different syllables, pronunciation is an important factor in speaking and understanding. The ability to speak will be more organized if the child gives meaning to new words, combines new words and gives statements and questions. Hildebrand (Moeslichatoen, 2004) states that children's speech development to produce verbal sounds and the ability to hear and to produce verbal sounds is the main thing to produce speech.

At first children learn to speak to meet his needs. The fulfillment of these needs is seen when they uses the words that are needed. Children will speak fluently if they already have readiness to speak. Dworetzky (1990) suggests there are two forms of processes that determine children's readiness in speaking. Both of these are cognitive development and language development. While according to Hurlock (1978) children's speaking ability is influenced by following factors: 1) Physical readiness to speak, the ability to speak depends on the maturity of the speech mechanism. Before all the speech organs reach a more mature form, the nerves and muscles of the sound mechanism cannot produce the sounds needed for words; 2) Mental readiness to speak, mental readiness to speak depends on the maturity of the brain, especially the parts of the brain association. Usually this readiness develops between the ages of 12 and 18 months and in speaking development is seen as "teachable"; 3) A good model to imitate, a good model to imitate is needed so that children know how to say the word correctly. They might model the way people saying words in their environment. If they lack a good model, they will have difficulty learning to speak and the results achieved are below their ability; 4) Opportunity to practice, if children are not given the opportunity to practice then they will be discouraged and their motivation will be low. Role playing in real life situations and practice language ability can help improve speaking skill in children; 5) Motivation, if children know that they can get what they want without asking for it, and if the child knows that substitute speech such as crying and cues can achieve these goals, then their motivation to learn to speak will decline; 6) Guidance, the best way to guide learning to speak is to provide a good model, make words clear, and provide assistance in following the model.

Language development in early childhood is based on 2 (two) aspects of development, namely expressive and receptive language. The development of expressive language includes the ability to speak and write while for the development of receptive language includes the ability to read and listen. The role of language development for children provides support for intellectual development

and basic ability development. With the maximum potential for language development, a child can communicate verbally within his or her environment and as a means in expressing the child's expression.

Disclosure of children's expression in the form of language in this case speaking skill make others able to capture and understand children's ideas so that it can create a good social relationship. Speaking is a form of ability that must be possessed by children to help them express their thoughts, feelings, experiences and various informations that is done in oral form (Ellis, 1989). The ability to speak becomes a means of creating a link between the intentions of the speaker and the environment, so the ability to speak becomes a complex part because it consists of various interrelated elements including thoughts, language ability and social ability.

Trisiantari et al., 2013 stated that in learning activities for speaking ability, there were still many difficulties. During this time, it is the difficulty to speak due to lack of confidence in expression. A sense of anxiety about their appearance in speaking makes them reluctant to do so. A sense of anxiety about language errors such as the use of grammar, vocabulary selection, pronunciation, pressure or intonation can hinder their ability to speak, so they can not show the ability to speak to the maximum. Meanwhile, Monarth, H. & Kase, L. (Haryanti and Tresniasari, 2012) one of the competencies (soft competencies) that children must have is the ability to speak in front of others. This ability is very supportive for children to be able to do various play activities and interact both within the family, school and community. The ability to speak is very closely related to the level of self-confidence of children.

The conditions above require the need for serious attention toward efforts to provide stimulus in improving the ability to speak in early childhood. It is expected that, by choosing the right method in accordance with the level of learning needs of children, teacher can deliver the level of language development, especially the ability to speak to the maximum. Based on the results of research by (Siska, 2011) stated that activities to develop social and speaking skill of children today has not been effective. Delivery methods to improve children's social and speaking skill only use conversation activities, question and answer methods, and storytelling methods. The method is usually used as a routine method in classroom teaching and learning activities.

The selection of audiovisual media as an alternative in facilitating learning can also be used in training children to develop speaking skill. Audiovisual media in learning is an involvement of audio visual technology which is interpreted as a way of producing or delivering material using mechanical and electronic machines to present audio and visual messages. Audio visual teaching is clearly characterized by the use of hardware during the learning process (Arsyad, 2002). While Rivai (2007, 58) states that audiovisual learning media is

Some equipment used by teachers to convey concepts, ideas, and experiences captured by the sense of viewing and hearing. The main emphasis in audiovisual teaching is on the value of learning obtained through concrete experience, not just based on mere words.

Rinanto (1982) describes the uses of audio-visual media, namely: 1) Overcoming the limitations of children's experiences. Every child's experience is different, determined by family and community factors. These differences are things that are not easily overcome if in teaching the teacher uses only verbal language because children are difficult to bring to the learning object. By presenting audio-visual media in the classroom, all children can enjoy it; 2) Beyond space and time constraints. Not all things can be experienced directly by children, it is caused by: a) objects that are too large for example wild animals or objects that are too small for example bacteria, with the help of audio-visual media we can display them in class; b) movements that are too slow for example amoeba movements or movements that are too fast for example clouds, can be followed by presenting audio-visual media in the classroom; (c) obstacles to studying seasons, climate, and geography such as the formation of the earth can be presented in class with the help of audio-visual media; 3) Enables direct interaction between students and their environment. For example when the teacher explains about the sea, if delivered in verbal language, then direct contact between children and objects will be difficult so that audio-visual media is needed to present the real situation of the object to create a deep impression on students; 4) Audiovisual media provides uniformity of observations; 5) Audiovisual media can instill large, concrete, and realistic basic concepts; 6) Audiovisual media generate new desires and interests; 7) Audiovisual media provides an integral experience from the concrete to the abstract.

In addition to accelerating the learning process, with the help of audiovisual media, teacher can improve the level of intelligence and change the passive and static attitudes toward active and dynamic attitudes. According to Suleiman (1985), the function of audio-visual media are as follows: (1) makes it easier for people to deliver and receive lessons or information and can avoid misunderstanding; (2) encourage the desire to know more; and (3) perpetuating the meaning obtained. Brown (2000) states that visual learners tend to prefer reading and studying charts, pictures, and other graphic information, while auditory learners prefer to listen to lectures and recording. However, most successful learners use both audio and visual media.

## **MATERIAL AND METHODS**

The selection of primary data sources in this study were 153 kindergarten teachers spread in several districts / cities in the province of South Sulawesi. The selection of research samples is done by random sampling method. Data was collected in the form of a questionnaire to reveal learning activities that use

audiovisual media in the development of speaking skill of children aged 5-6 years. The contents of the questionnaire consisted of description items that contained elements of learning direction for children's discussion, forms of learning activities in practicing speaking skill, learning activities related to children's speaking skill using audiovisual media, providing opportunities for children to speak and evaluating children's speaking skill.

Categorizing teacher answers is done by selecting one of the choices prepared on the questionnaire using a four-level Likers scale, which is very often, often, sometimes and never. The number of respondents consisted of 94 teachers teaching at institutions in urban areas and 59 teachers teaching at kindergarten institutions in rural areas.

Tabel 1 Sampling Distribution Data

City	Urban Areas	Rural Areas	Total
Makassar	26	0	26
Maros	12	8	20
Gowa	18	4	22
Barru	8	3	11
Bone	12	10	22
Wajo	10	7	17
Sidenreng Rappang	5	14	19
Enrekang	3	13	16
$\Sigma$	<b>94</b>	<b>59</b>	<b>153</b>

After collecting data from the respondents, the researchers then analyzed the data using quantitative descriptive techniques. According to Sugiyono (2012) descriptive research can be interpreted as research conducted to find out the value of an independent variable, either one variable or more (independent) without making comparisons, or connecting with other variables. The analytical method used in this research is descriptive analysis of percentages.

## **RESULT AND DISCUSSION**

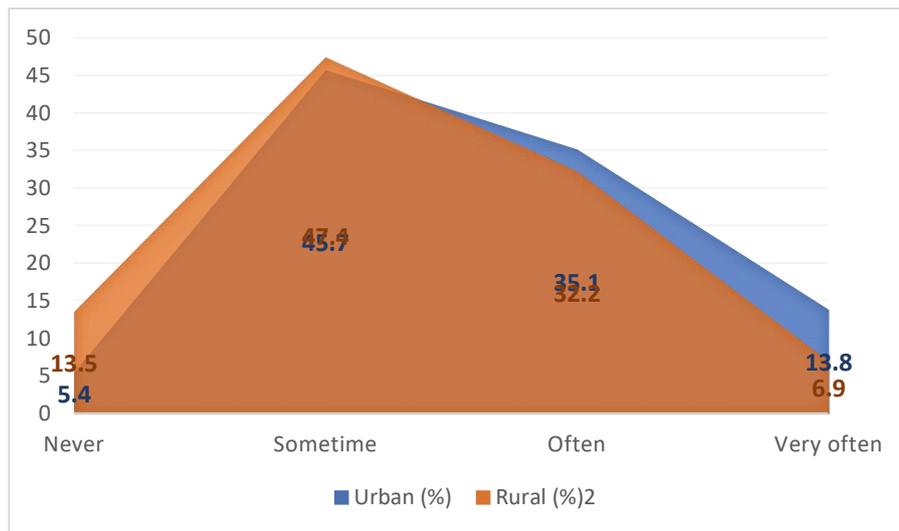
### **Children's Language Learning Development**

The first thing revealed in this study is the ability of teachers to carry out learning specifically related to the development of children's language ability. In this section six items of statements are selected by the teacher by selecting the answer categories that have been prepared. The data also presented the sorting of learning institutions in urban and rural areas. For more details, it can be seen in the following description:

Table 2 Language learning is directed at speaking skill

Description	Very Often	Often	Sometimes	Never	Total
<b>a. Urban</b>					
The process of adjusting capabilities from a simple level to a more complex level	22 (23,4%)	24 (25,6%)	48 (51,0%)	0 (0,0%)	94 (100,0 %)
Language learning in early childhood is directed at communication ability	10 (10,6%)	23 (24,5%)	61 (64,9%)	0 (0,0%)	94 (100,0 %)
Language learning in early childhood is directed at the ability to express themselves	8 (8,5%)	31 (33,0%)	47 (50,0%)	8 (8,5%)	94 (100,0 %)
Prepare models to be imitated that children need to know and be able to pronounce words correctly	8 (8,5%)	21 (22,3%)	42 (44,7%)	23 (24,5%)	94 (100,0 %)
Provide motivation for children to talk	11 (11,7%)	64 (68,1%)	19 (20,2%)	0 (0,0%)	94 (100,0 %)
Provide teaching and learning activities material that is in accordance with the needs of speaking skill	24 (25,5%)	27 (28,7%)	43 (45,7%)	0 (0,0%)	94 (100,0 %)
Average	<b>13 (13,8%)</b>	<b>33 (35,1%)</b>	<b>43 (45,7%)</b>	<b>5 (5,4%)</b>	<b>94 (100,0 %)</b>
<b>b. Rural</b>					
The process of adjusting capabilities from a simple level to a more complex level	6 (10,2%)	11 (18,6%)	32 (54,3%)	10 (16,9%)	59 (100,0 %)
Language learning in early childhood is directed at communication ability	4 (6,8%)	17 (28,8%)	16 (27,1%)	22 (37,3%)	59 (100,0 %)
Language learning in early childhood is directed at the ability to express themselves	2 (3,4%)	21 (35,6%)	36 (61,0%)	0 (0,0%)	59 (100,0 %)
Prepare a model to be imitated and the child needs to know and be able to pronounce words correctly	1 (1,7%)	29 (49,2%)	18 (30,5%)	11 (18,6%)	59 (100,0 %)
Provide motivation for children to talk	2 (3,4%)	19 (32,2%)	38 (64,4%)	0 (0,0%)	59 (100,0 %)
Provide teaching and learning activities material that is in accordance with the needs of the child's speech development	9 (15,3%)	17 (28,8%)	28 (47,4%)	5 (8,5%)	59 (100,0 %)
Average	<b>4 (6,9%)</b>	<b>19 (32,2%)</b>	<b>28 (47,4%)</b>	<b>8 (13,5%)</b>	<b>59 (100,0 %)</b>

Based on respondents' data for the implementation of language learning directed to children's speaking skill in urban institutions, the highest results were obtained in "sometime" category with a value of 43 or 45.7% and the lowest in the "never" category with a value of 5 or 5.4%. Likewise in kindergarten institutions in rural areas obtained the highest results in the "sometime" category with a value of 28 or 47.4% and the lowest in the category of "very often" with a value of 4 or 6.9%.



The implementation of language learning that is directed at children's speaking skill in kindergarten results in similarities between institutions in urban and rural areas. It can be seen that the implementation of language learning in urban kindergartens has the highest score in the category of "sometimes" with an average percentage of 45.7%. This is the same as the results of the implementation of language learning in rural kindergartens with the highest score being in the category of "sometimes" with an average percentage of 47.4%. However, in the lowest category, there is a difference in results where the kindergarten institutions in urban areas show an average percentage in the category of "never" 5.4% while the lowest scores in the kindergarten institutions in rural areas are in the "very often" category with a percentage of 6.9%.

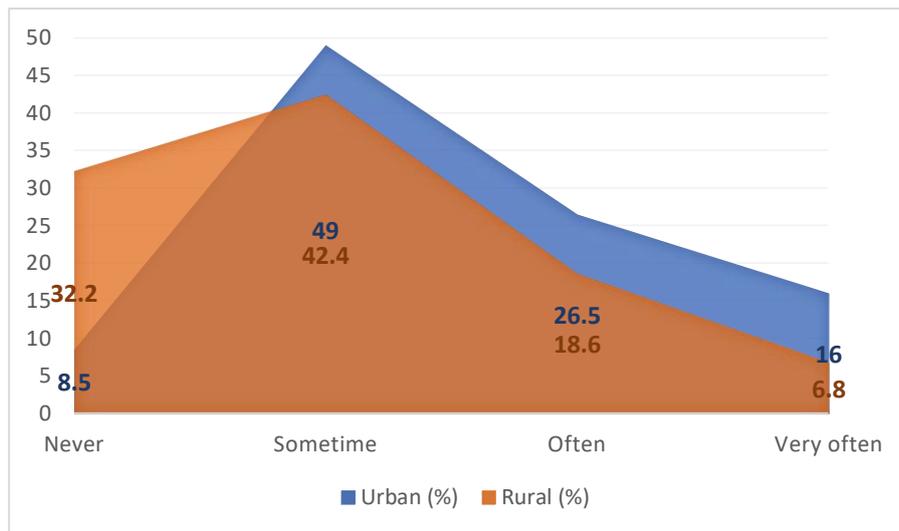
### The use of audiovisual media in the development of speaking skill

Based on the results of data collection on the use of audiovisual media in the development of children speaking skill in kindergartens obtained the following results:

Table 3 The use of audiovisual media in developing speaking skill

Description	Very Often	Often	Sometimes	Never	Total
<b>a. Urban</b>					
Providing media in accordance with the demands of the age / present in developing speaking skill	16 (17,0%)	31 (33,0%)	37 (39,4%)	10 (10,6%)	94 (100,0%)
Using information and communication technology-based media in learning	17 (18,1%)	24 (25,5%)	53 (56,4%)	0 (0,0%)	94 (100,0%)
Using audio media in the development of children's speaking skill	15 (16,0%)	21 (22,3%)	41 (43,6%)	17 (18,1%)	94 (100,0%)
Using video media in developing children's speaking skill	9 (9,6%)	24 (25,5%)	51 (54,3%)	10 (10,6%)	94 (100,0%)
Providing learning facilities in the form of audiovisual media	19 (20,2%)	25 (26,6%)	43 (45,7%)	7 (7,4%)	94 (100,0%)
Using audiovisual media in developing children's speaking skill	14 (14,9%)	22 (23,4%)	53 (56,4%)	5 (5,3%)	94 (100,0%)
Average	15 (16,0%)	25 (26,5%)	46 (49,0%)	8 (8,5%)	94 (100,0%)
<b>b. Rural</b>					
Providing media in accordance with the demands of the age / present in developing speaking skill	6 (10,2%)	11 (18,6%)	39 (66,1%)	3 (5,1%)	59 (100,0%)
Using information and communication technology-based media in learning	3 (5,1%)	8 (13,6%)	35 (59,3%)	13 (22,0%)	59 (100,0%)
Using audio media in the development of children's speaking skill	5 (8,5%)	23 (39,0%)	28 (47,4%)	3 (5,1%)	59 (100,0%)
Using video media in developing children's speech ability	4 (6,8%)	12 (20,3%)	9 (15,3%)	34 (57,6%)	59 (100,0%)
Providing learning facilities in the form of audiovisual media	5 (8,5%)	8 (13,6%)	15 (25,4%)	31 (52,5%)	59 (100,0%)
Using audiovisual media in developing children's speech ability	2 (3,4%)	5 (8,5%)	22 (37,3%)	30 (50,8%)	59 (100,0%)
Average	4 (6,8%)	11 (18,6%)	25 (42,4%)	19 (32,2%)	59 (100,0%)

Based on respondent data for the use of audiovisual media in developing children's speaking skill at urban institutions the highest results are obtained in the category of "sometimes" with a value of 46 or 49% and the lowest in the category of "never" with a value of 8 or 8.5%. Likewise in kindergarten institutions in rural areas obtained the highest results in the category of "sometimes" with a value of 25 or 42.4% and the lowest in the category of "very often" with a value of 4 or 6.8%.



The implementation of learning with the use of audiovisual media which is directed at children's speaking skill in kindergartens results in different outcomes in urban and rural areas. This can be seen from the implementation of learning by using audiovisual media in language development in urban kindergartens in which the highest score is in the "sometimes" category with an average value of 49.0%. The implementation of learning using audiovisual media in language development in kindergartens in rural areas has the highest score in the category of "sometimes" with an average value of 42.4%. The lowest score from kindergartens in urban areas is in the category of "never" with an average value of 8.5% while the lowest score from kindergartens in rural areas is in the "very often" category with an average of 6, 8%.

## DISCUSSION

Starting from the results of preliminary investigation in the implementation of language learning in kindergartens, especially children's speaking skill, there are still some problems. The form of problem obtained is the aspect of selecting and using the model that has been used by the teacher, which runs monotonously using conventional learning models. The development of children's speaking skill only relies on activities such as (a) conversation; Moeslikhaton (Gholiyah, 2017) defines conversation as a verbal communication between children and children or between children and teachers through monologue and dialogue activities. Monologue activities are usually carried out by means of the children standing and talking in

front of the class or in their seat, expressing everything that is known, owned and experienced, or expressing feelings about something that gives a pleasant or unpleasant experience, or maps the desire to have or act something. Dialogue activities in the form of conversations carried out by two or more people, each of whom gets the opportunity to talk alternately, (b) question and answer, is a way of presenting lessons in the form of questions that must be answered, especially from teachers to students, but can also be from children to the teacher, and (c) tell a story, which is an activity carried out verbally to another person with tools or without tools about what should be conveyed in the form of messages, information or just a fairy tale to be heard with a sense of fun because people who deliver the story interestingly. Storytelling method by Musfiroh (Widianti, et al: 2015) is one of the methods that can develop children's language ability, which through the application of the method, children's language ability can be developed through hearing and then they are able to recite the story with the aim of training children to convey ideas in verbal form.

In terms of directing language learning towards children's speaking skill, the results of preliminary investigations obtained from 2 kindergartens in rural and urban areas especially in engaging children to thinking process from simple to more complex levels, are still at the category of "sometimes" done by the teacher and is still limited to spontaneous activities and has not been carried out through the application of certain learning models. Similarly, the implementation of language learning has been directed to the ability to communicate obtained the highest data in the category of "sometimes" in kindergartens in urban areas and "never" in kindergartens in rural areas. Where this activity should be part of providing stimulus to children to interact with each other through communication activities between children and other children and children and teachers.

In the findings of language development undertaken by teachers related to language learning activities that are directed at the ability to express themselves, both urban and rural kindergartens get the highest score in the category of "sometimes". Through this activity, children should be given the opportunity to show self-expression especially in expressing feelings in front of other children. Meanwhile, in terms of the teacher's ability to prepare models to emulate that children need to know and be able to pronounce words correctly in kindergartens in urban areas get the highest score in the category "sometimes" while kindergartens in rural areas are in the "often" category.

In terms of providing motivation to children to speak in kindergarten in urban areas, the highest data is obtained in the "often" category while kindergartens in rural areas are in the "sometimes" category. While one effort that can be done by the teacher in motivating children in speaking is by providing material that is appropriate to the conditions surrounding the child's environment. Efforts to improve speaking skill in terms of providing teaching and learning activities material that is in accordance with the needs of speaking skill in kindergartens in urban and rural areas

obtained the highest score in the category of "sometimes". Zubaidah (2004) stated that since childhood children need to develop their language, namely by providing as many opportunities as possible naturally in order to have good language development and provide motivation so that children always grow with confidence.

From the results of implementing language learning that is directed to children's speaking skill in kindergartens obtained a similarity between the results in urban and rural areas. It can be seen that the implementation of language learning in urban kindergartens has the highest score in the "sometimes" category with an average percentage of 45.7%. This is the same as the results of the implementation of language learning in rural kindergartens with the highest score being in the "sometimes" category with an average percentage of 47.4%. However, in the lowest category, there is a difference in results from kindergartens in urban areas which show an average percentage in the category of "never" by 5.4% while the lowest scores in kindergartens in rural areas are in the "very often" category with a percentage of 6.9%.

In the aspect of using audiovisual media in developing children's speaking skill in kindergartens, kindergarten teachers are still lacking in urban and rural areas. The results of the data collection show that for teachers' ability to provide media that is in accordance with the demands of the age / present in developing speaking skill, the highest data obtained in the category of "sometimes" both in urban and rural areas. In line with Mahnun (2012) who states that empirical reality shows that there are still many teachers who teach by relying on themselves as the only media or learning resources, besides that in some remote areas (remote and disadvantaged areas) it can be seen that the use of media in which black board as the only learning media. While for the use of information and communication technology-based media in learning the highest data obtained in urban and rural kindergarten institutions is in the category of "sometimes". Muhson (2010) argues that in the era of globalization and information, the use of learning media based on Information Technology (IT) becomes a need and a demand, but in its implementation it is not an easy thing. In using these media, teachers must pay attention to several techniques so that the media used can be utilized to the maximum and not deviate from the media's objectives.

The ability of teachers to involve and use audio media in the development of children's speaking skill shows the difference in data collection of kindergarten institutions in urban areas with the highest scores in "sometimes" category, while the kindergarten institutions in rural areas get the highest score in "never" category. Likewise, the application and use of video media in the development of children's speech ability obtained differences in data from urban institutions with the highest value in the category of "sometimes" and the kindergarten institutions in rural areas are in the category of "never".

Providing learning facilities in the form of audiovisual media also obtained data which show differences from kindergarten institutions in urban areas with the

highest value in the category of "sometimes", while in the kindergarten institutions in rural areas the highest data was in "never" category. The same thing is also found in the findings of data on the use of audiovisual media in the development of children's speaking skill where for kindergartens in urban areas the highest data obtained in the category of "sometimes", while rural kindergartens are in the category of "never". Meanwhile, Nurseto (2011) argues that education in today's world enters the era of world media, where learning activities require reduced lecture methods and are replaced with the use of media. Moreover, the current learning activities that emphasizes ability process and active learning, so the role of learning media, such as the use of audiovisual media, is becoming increasingly important.

Therefore, the implementation of learning by using audiovisual media which is directed at children's speaking skill in kindergartens results in very large differences in outcomes between institutions in urban and rural areas. This can be seen from the implementation of learning by using audiovisual media in language development in urban kindergartens the highest score is in the category of "sometimes" with an average value of 49.0%. The implementation of learning using audiovisual media in language development in rural kindergartens has the highest score in the category "sometimes" with an average value of 42.4%. The lowest data for kindergartens in urban areas is in the category of "never" with an average value of 8.5% while the data gathered in kindergarten institutions in rural areas is in the category of "very often" with an average of 6, 8%.

## **CONCLUSION**

The analysis results show that the learning is not directly proportional to the development of science and technology that develops in the environment around children. The implementation of learning in kindergartens tends to be repetitive and less varied and the learning process does not apply the use of the latest technology. While in children's daily lives, the use of smartmedia-based edugames has become a part of children's environment. Likewise, teachers acknowledge the use of the latest technology in learning, especially the use of audiovisual media, which are still very rarely used and teachers are more likely to carry out the learning process through 2-dimensional media. These conditions place early childhood education services to confront with the reality that requires institutions to present a learning which is oriented to the development of science and technology.

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