

Developing Picture Story Book Media to Teach Speaking Skills in Kindergarten

Ati Chairi Larasati¹✉, Farida Nugrahani² & Benedictus Sudiyan³

^{1,2,3}Pendidikan Anak Usia Dini, Universitas Veteran Bangun Nusantara, Indonesia

DOI: 10.26858/tematik.v9i2.52444

Received:
14 September 2023

Accepted:
23 November 2023

Published:
01 Desember 2023

TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini

ISSN: 2476-9363 (print), 2476-9363 (online)

Volume 9, Nomor 2, Tahun 2023

✉Corresponding author:
(ibukati1968@gmail.com)



Artikel dengan akses terbuka dibawah
licenci Creative Commons Attribution-
NonCommercial 4.0 International License.

Abstract:

Engaging media is necessary to stimulate children's speaking skills in kindergarten. The purpose of this study is (1) to describe the development of media big book picturesque stories for learning speech skills in children's kindergarten, (2) to describe the feasibility, practicality, and effectiveness of big book picturesque media for learning kindergarten speech skills. This research employed the research and development of Borg and Gall, which, due to time and cost limitations, then took only seven stages—data collection techniques using questionnaires and observations. Data is validated with media validity assessment by material experts and media experts—data analysis techniques using quantitative and qualitative data analysis. Design development plans using flowcharts, define learning objectives, formulate indicators references, define media titles, compile storytelling, layout Big Book story images, create storyboards, and create validation lifts. Results from the validity of 88.3% (very decent), product practicality of 89% (efficient), and effectiveness of 83.42% (excellent). Thus, the media big book picture story is very decent, practical, and effective for learning speaking skills in kindergarten children.

Keywords: Big book picture stories; Speaking skills; Learning

INTRODUCTION

Language development is an essential aspect of early childhood development and growth. Language development at the age of 5-6 years is a rapid process and requires attention and support from parents (Wati & Yulsyofriend, 2019). Language development in this aspect of speech at this age continues, and the quality becomes better (Karlina, 2018). In early school learning, the development of speaking skills can be significantly accelerated by using picture story media (Ulfa & Rakimahwati, 2020). Picture stories are packaged in different media; some use digital picture card media (Ulfa & Rakimahwati, 2020) printed picture card media (Novianti, 2013). Storytelling using a big book fascinates children (Fitriani et al., 2019; Pratiwi et al., 2020; Risnita & Oktaviana, 2020; Saroinsong et al., 2022; Yansyah et al., 2021), and the press Pop-Up Storybook is entertaining to optimally develop children's intelligence (Sari & Suryana, 2019), media that can create meaningful communication is essential for learning effectiveness (Nugrahani et al., 2019). Using the use of big book media is popular among researchers who are appointed by a large number of users.

Based on the facts from observation in group B of TK Tohkuning 04 Karangpandan, Karanganyar Regency, it is known that using storytelling learning media to strengthen speaking skills could be more optimal. The recapitulation found that out of 15 students in group B, only two children (13.33%) had developed language skills as expected. The remaining ten children (86.67%) showed low skills. This can be seen from several assessments in different activities; teachers make notes on the evaluation through observation; children with soft language skills show symptoms including (1) some children have not been able to express language in simple sentences, (2) there are still some children who have not been able to answer simple questions, (3) lack of ability of some children in expressing opinions to others, and (4) some children have not been able to retell the stories they have heard. As we all understand, three categories of abilities are essential for early childhood, namely: understanding language, expressing language, and literacy (Fitriani et al., 2019). Therefore, the condition of low scores of language skills mentioned above needs a solution that children have an increased interest in language skills. Furthermore, teachers need to find solutions to teach kindergarten children to use media that are by the level of concrete or tangible thought development so that it is easy for children to grasp and understand (Tanfidiyah & Utama, 2019). Based on various practical considerations by teachers, it is easy to develop.

Research on the use of picture story media for speaking skills in Early Childhood Education (ECE) has been conducted by many researchers. Conducted research by Karlina on improving children's speaking skills through digital storytelling in kindergarten and Lestari's commentary on improving storytelling skills through the use of Photo Books Without Words is a rising media for children. Tanfidiyah & Utama's (2019) research raises the development of linguistic intelligence through the story method. Ulfa & Rakimahwati (2020) examined the influence of picture story media on the storytelling ability of kindergarten children, the results of which were significant. Haryaningrum et al. (2023) examine media development in early childhood using digital picture storybooks based on local wisdom. The use of big books in different skill development for early childhood has also been studied by Pratiwi et al. (2020). Big Book for Early Disciplinary Behavior; Risnita & Oktaviana (2020), Big Book to introduce letters; Yansyah et al. (2021). Big Book for Children's Bilingual Literacy; Fitriani et al. (2019) examines the development of receptive language skills; and Haryaningrum et al. (2023) examines the use of Big Books based on local wisdom as an effort to develop moral intelligence. Research on the development of Big Books specifically for the growth of speaking skills in kindergarten children has not been conducted by researchers. Therefore, developing a Big Book specifically for the speaking skills of kindergarten children is new research to add to the existing research repertoire.

Big Book media have special features such as colorful, repetitive words, attractive pictures, and simple text patterns that meet the needs and development of early childhood. In these media, words can be repeated, have a plot that is easy to guess, and have a rhythmic text pattern that can be sung (Madyawati, 2017). Using Big Book media will help teachers teach language intelligence in early childhood, and children will be more interested and enjoy the learning process. Using large books is very helpful for children in language learning, especially in interpreting words that are material for speaking, in addition to helping teachers deliver learning material more effectively (Pratiwi et al., 2020).

To support children's minds in the development stage of concrete thinking, the presence of tangible media in learning at the kindergarten and early childhood levels is indispensable. Many media can be used for value, science, and language education, including language skills. One engaging media for students and practical for teachers/instructors is the big picture book media with various stories and illustrations that

invite students' attention and literacy development (Yansyah et al., 2021). As a learning medium, Big Books are storybooks with unique features that elevate text and images, allowing for collaborative reading activities between teachers and students (Pratiwi et al., 2020; Solehuddin, 2008).

The ability to speak at the age of kindergarten children needs serious attention. Children's intelligence for speaking activities begins to increase at this age, and the ability to understand language reaches 8000 words (Wati & Yulsyofriend, 2019). If supported by learning and a conducive environment, kindergarten-age children's quality of speech and quantity of language supported by attractive media will proliferate. This is because the age of kindergarten children is a critical or sensitive period that needs to be supported by parents and surrounding educators (Risnita & Oktaviana, 2020). Speaking ability in children includes language development, one of the areas that needs to be mastered in early childhood (Suhartono, 2005). At this time, early childhood requires a variety of stimuli that can enhance children's language development so that by providing the right stimuli, children's language skills can be optimally achieved. Through speaking, children can express their thoughts according to their ability. Speaking is one of the areas of basic skills development that teachers have prepared to improve children's skills and creativity according to their stage of development, namely the ability to repeat explanations or conversations they hear using appropriate words or phrases so that others can understand them.

Media use in the learning process can help children by providing meaningful experiences. Media use in learning can make it easier for children to understand something abstract to be more concrete. According to Froebel, the father of early childhood education, teachers are responsible for guiding and directing children to be creative with a planned and systematic curriculum. The teacher is a classroom manager accountable for planning, organizing, motivating, executing, monitoring, and evaluating the learning process or outcomes. Without a systematic program, the implementation of early childhood education can put children at risk (Madyawati, 2017). The learning process can be optimal when teachers provide play tools that stimulate all early childhood development (Hasan, 2010). Learning media with a game system is suitable for learning because learning through play is more fun for students. It is not dull during the learning process, and students can be more active and efficient in achieving learning objectives. According to Skinner's theory of language learning behaviorism (Rahim, 2009), the ability to speak and understand language is acquired through environmental stimuli. As a result, children need to be constantly stimulated to develop according to their age. Stimulation can be provided through the media.

With the help of media, the teaching and learning process will facilitate children's learning activities within an extended grace period. This means that children's learning activities with the aid of media will produce better learning processes and results than without the help of media. In using learning media, it is also necessary to pay attention to and consider the objectives to achieve the maximum results (Djamarah, 2006). Media is an intermediary or messenger from the sender to the receiver of the message (Latif et al., 2013). Children should manipulate, see, hear, and read media. Students' ability to communicate well and correctly in Indonesian requires an appreciation of the work of drawings (Prihatin & Widayati, 2019). They deliver messages or information through visual or audio-visual media that children can manipulate, see, and read. Language learning in children at TK Tohkuning 04 is carried out by trying to suppress everyday language use at school and starting to get used to using Indonesian in speaking at school. The habit of using Javanese in daily life in students is one of the obstacles to learning to talk with good Indonesian children in TK Tohkuning 04 because the habit and knowledge factors known from the beginning of the child are challenging to improve.

The effort to make learning fun for children is to choose suitable media for learning. Media used in early childhood learning must meet educational standards (education), technical standards (manufacturing steps and procedures), and aesthetic standards (beauty). Based on the above description, this research aims to develop learning media to be used in learning early childhood storytelling in Tohkuning 04 Kindergarten. The media set in this development research is Big Book Media, designed to be enjoyable for early childhood, titled Big Book Media Development Picture Stories for Learning Speaking Skills in Kindergarten Children.

METHOD

The type of research used is Research and Development (R&D) with procedures adapted from the Borg & Gall development model with ten steps of research stages. This study took seven steps: potentials and problems, data collection, product design, design validation, design improvement, product trial, and product revision. The research on developing picture story big books was implemented in TK Tohkuning 04 Karangpandan Regency. The research data consisted of (1) data on the process of developing picture story big book media using the Borg and Gall model, (2) feasibility data (results of the percentage of achievement of validation scores of media experts and material experts on the product), (3) practicality data (results of the percentage of achievement of teacher response questionnaire scores on the product and results of the percentage of observation scores of children's responses to the product), and (4) product effectiveness data (results of the percentage of achievement of children's storytelling skills through observation during product trials).

The data sources of this study consist of primary and secondary data sources. Primary data sources include sources, activities, and objects. The resource persons for this study were teachers of Group B of Tohkuning 04 Kindergarten (conducted through observation and questionnaire), 15 children of Group B of Tohkuning 04 Kindergarten (run through observation during learning, observation of children's responses to products, and observation of children's speaking skills during trials), and media experts and materials experts. The activities used as data sources in this study are (1) feasibility validation activities for big book media products, picture stories by media experts and material experts to obtain product feasibility data, (2) teacher and child responses to products obtained through questionnaires, teacher responses to media products and observations of children's responses to media products during learning, and (3) product trials sourced from the results of product trials in the form of observation values. The speaking skills of group B children of Tohkuning 04 Kindergarten after using the developed picture story big book media. The source of data in the form of objects in this study is the big book of picture stories as a product of learning media development. The secondary source of data in this study is documents. The document data source used is teaching tools, assessment results, and students' observation records during learning, which are used to collect data to analyze teachers' and students' needs for learning materials and media.

The data validation technique carried out in this study is a validation design, including the media feasibility assessment stage carried out by material experts and media experts. At the same time, quantitative and qualitative data analysis are used. Qualitative data in the form of learning observations, suggestions, comments, and recommendations of experts and teachers. Quantitative data in the form of feasibility, practicality, and effectiveness scores. Validity, here to test the feasibility of the developed product, answers expert validation questionnaires using the Likert scale, and the measured variables are

broken down into variable indicators. The Likert scale used consists of five categories, as shown in Table 1.

Table 1. Likert Scale Assessment Categories

No	Catogory	Information
1	4	Totally agree/always/very positive/very decent/excellent/very useful/ very motivating
2	3	Agree/Positive/Decent/Good/Helpful/Motivating
3	2	Hesitant/sometimes/neutral/quite agree/good enough/appropriate enough/easy enough/interesting enough/decent enough/useful enough/motivating enough
4	1	Disagree/almost never/negative/disagree/less good/less appropriate/less interesting/less understanding/less worthy/less useful/less motivating

Source: Sugiyono (2019)

Media products in the form of picture story big books are said to be effective if they meet these two indicators, namely (1) the average percentage of student achievement skills scores reaches 75% and (2) meets classical completeness, where 75% of all students receive an average percentage score greater than or equal to the maximum completeness criteria, which is 75%. Individual completeness can be achieved when student learning outcomes score ≥ 75 out of a maximum of 100, while classical completeness can be achieved when 75% of students in the class score ≥ 75 . The calculation used to obtain complete classical completeness of students using the classical completeness formula is as follows (Afandi, 2015: 82)

RESULTS AND DISCUSSION

This section presents the results of the research objectives to be achieved, namely (1) a description of the development of learning media in the form of picture story big books; (2) a description of the feasibility, practicality, and effectiveness of picture story big book media to improve speaking skills. The presentation of the discussion follows the pattern of presenting the results. Children need media or other educational games to stimulate their curiosity and hold their attention in teaching and learning. Educational games (EGs) are required to improve children's language skills because they make it easier for teachers to convey information or lessons to be learned. One of the uses of APE to make it easier for children to understand messages is the use of teaching aids. One of the media and props that are very practical and relevant is the big book media picture stories. This media is based on kindergarten characteristics pertinent to children in the pre-operational stage.

The first step before developing media is to identify potentials and problems. Gathering information about potential issues is carried out in the observation stage. Researchers carry out observation by following the course of the learning process. At this stage, potential problems are found when observations are made in the schools studied, which then analyzes difficulties in learning. The results of the initial observations of learning

in Group B of Tohkuning 04 Kindergarten shows that so far, the results of teacher observations and interviews with teachers show that when teachers invite children to talk, there are the following problem incidents: (a) children who do not answer questions, (b) children who speak in a low voice so as not to be heard, (c) some children who want to ask questions do not dare to speak, (d) some other children seem quiet and only want to pay attention and listen when the teacher explains the lesson, (e) there are children who still stutter in simple speech/sentences, (f) children who want to speak but have to start from the teacher, (g) shy children come forward to speak.

The results of these observations show the following facts. First, the materials provided by the teacher could not make the students speak actively. Teachers could not use varied methods to motivate students to talk actively. Second, less mixed media. Teachers usually use children's worksheets (LKA), so children's activities often focus on pencil and paper, which does not stimulate speaking skills. Therefore, it is necessary to have various learning media that can attract children's attention to understand, answer questions, express opinions, and share experiences. In early childhood, children aged 4-6 can develop admirable vocabulary. Children enrich their vocabulary through repetition. They often repeat new and unique vocabulary even though they may not understand the meaning. Children aged 4-6 can use an average of 900 to 1000 vocabulary words. They use 4 to 5 words in a sentence as negative sentences, questions, and commands.

Some of the stages discussed in this initial product design are described in the following sections. This step includes (a) determining the initial product design to be developed, (b) determining the research facilities and infrastructure needed during the research and development process, (c) determining the stages of implementing the design test, and (d) determining the task description of the parties involved in the research. First, product design is determined in the form of a big book with various pictures and stories. Second, determine the facilities and infrastructure needed in media design: curriculum, semester programs, and teaching modules with weekly and daily learning implementation plans to determine topics, learning outcomes, learning objectives, indicators, and learning materials. In addition, equipment is also prepared for making media designs using the CorelDRAW application. Third, in determining the stages of creating and testing media designs, the stages described in Figure 1 are developed.

The first step is to create a media creation plan, which begins with creating a framework for creating picture story media. The product specifications created by flowcharts are the reference in creating picture story big book media. A flowchart consists of various symbols or diagrams showing a program's steps or flow. Flowcharts illustrate the work steps of the system being created, making the process of making products easier. Flowcharts can guide the product development process so that the process follows the flow and produces successful and valuable products. Planning for creating picture story big book media begins with identifying learning outcomes, learning objectives, and themes and formulating indicators. The next step is to collect references as a theoretical basis for developing picture story big book media. The third step is to determine the title of the big book media picture story, followed by the fourth step, compiling a big book story narrative picture story to be collected. The prepared story narrative is then used as a guide for sketching the illustration images. After the sketch of the picture is warmed up, text is added to each photo. The final step is to create a layout or design of the picture story big book.

A storyboard is a sketch of pictures arranged sequentially according to the storyline; storyboards can make it easier for researchers to convey story ideas and describe the design of big book learning media-made illustrated stories. Preparing the layout and features of the picture story big book media includes the beginning, content, and end. The last step in the

design stage is to create a media validation questionnaire for media experts and material experts, a questionnaire for teacher responses, and an observation sheet for student responses. Application development is taking what has been created in the design stage and turning it into a product. The result of this stage is a product that is tested. The stages of development of the big book product design picture stories that have been prepared are developed based on the phases of realization of making, validating, and revising.

Researchers combine materials that have been collected according to the production of media. Media creation is also carried out with the stage of determining the title of the picture story big book media, followed by the fourth step of compiling the story narrative in the picture story big book that will be collected. The prepared story narrative is then used as a guideline for sketching the illustrations. After the picture sketch is warmed up, text is added to each picture. The last step is to create the layout or design of the picture storybook. The books are made on A3 size paper. The images' sketching, coloring, and editing are done using the CorelDRAW application.



Figure 1. Ample book story picture Contents



Figure 2 Big book illustrated story Content Section.

The description of the list contained in the big book and the narrative of the illustrated story is recapitulated in Table 2 below.

Table 2. Recap of Big Book Media Product Content Picture Story

PP	Visualization	Picture story stimulus as a trigger for speaking skills
i-v	-	Title/identity; Theme: Who is dishonest?; Instructions for use of <i>big book media</i> ; Animal Theme/Subtheme: ducks and chickens; Foreword
vi	Ducks and chickens (Duki-Ciki)	Subtheme: Differences should not be a cause for contention
1-13	Ducks and chickens (+ their chicks)	Behavior of differences in ability in swimming (ducks + cubs) and not being able to swim (chickens + cubs),
14-15	Chickens sink, Ducks can swim	Chicken ask for help: PETOOOK ! PETOOOK ! Help me!
16	Duki kids swim, chicks can't swim	Be aware Ciki, they can swim because they are ducklings
17-18	Ducks and chickens (Duki-Ciki), and their chicks	Let's live in harmony to help each other

The results showed feasibility validation by media experts with an average achievement score percentage of 87.05% (very feasible), while the results of material expert validation were 85% (very possible). These results show the cumulative results of expert validation of 86% (very feasible) with suggestions for improvements to the product before being tested.

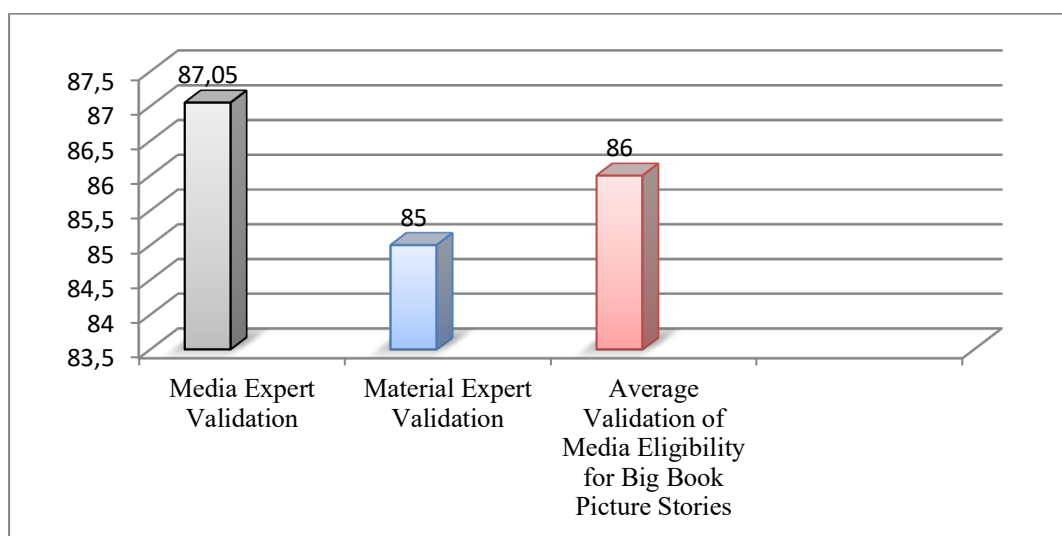


Figure 2

Infographic on the Results of Validation of Big Book Media Feasibility Picture Story

In the group trial (6 students), the percentage of attainment of teacher response data scores was 89% (efficient), and student scores were 83% (valid). The teacher provides recommendations for product improvement suggestions before the field trial. In the field trial (15 students), teacher responses were 93% (efficient), and student responses were 85% (efficient). Big Book media products picture stories for practical speaking skills are used in learning.

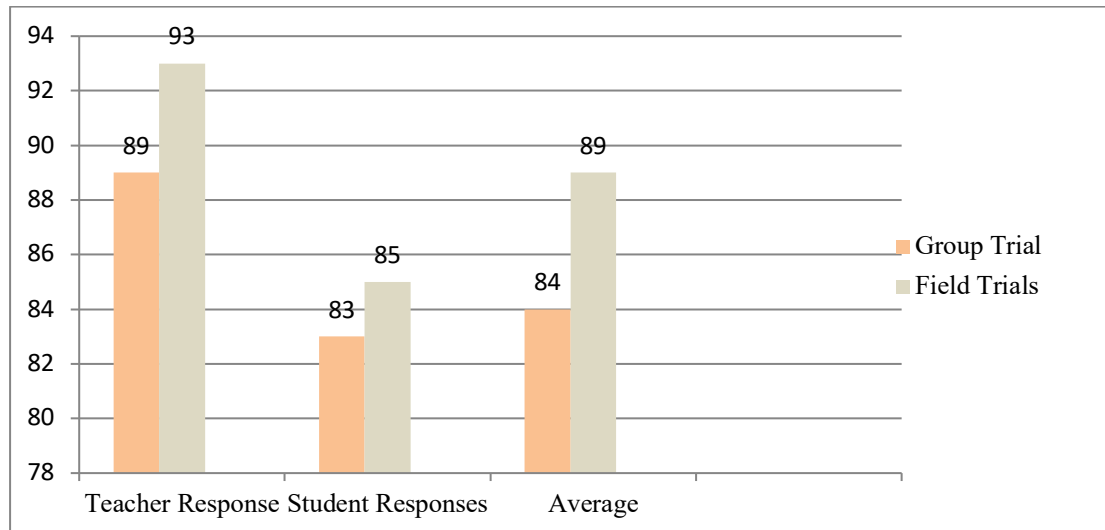


Figure 3

Infographic Percentage of Practicality of *Big Book* Media Picture Stories

The results of the Speaking Skills Test showed an average percentage score of 84.76 (perfect) in the group trial and 83.42 (very good) in the operational field trial. The percentage of classical completeness in the group test reached 83.36% of the students, and the field test showed results of 80% of the students. The data show the results of achieving the minimum completeness criteria so that picture story big book media is effectively used in learning speaking skills.

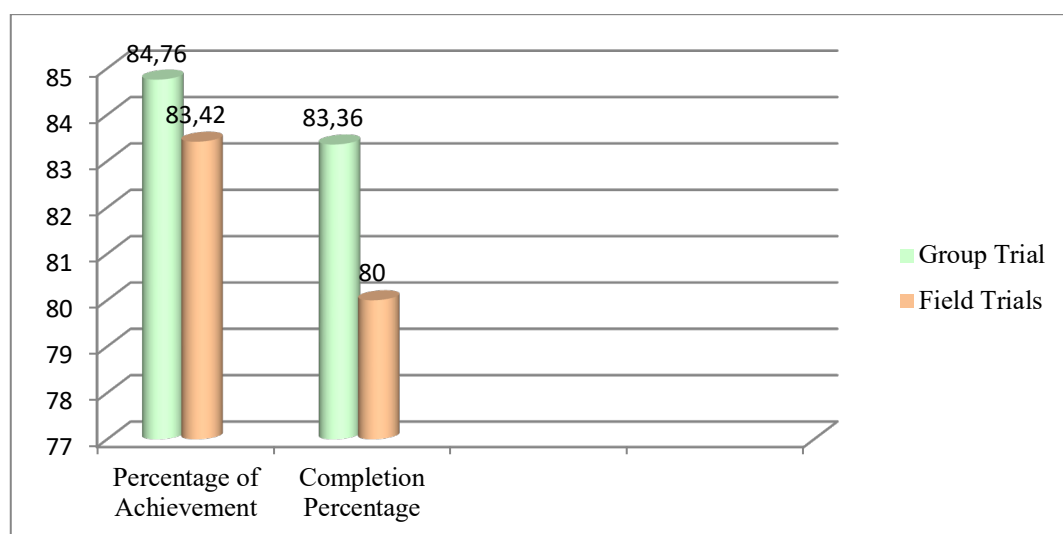


Figure 4

Infographic Percentage of Media Effectiveness *Big Book* Picture Story

The result of the development of media big-book picture stories for learning speaking skills in children's kindergarten is an investigation carried out by research and development. This product is a learning medium, a big book-picture story dedicated to research and development. This medium is used in learning language skills for kindergarten children. The research adapts the Borg and Gall model, modified by Sugiyono, which is limited to only seven stages in research and development due to timeliness and cost. The seven stages are potential and problem, data collection, product design, design validation, design improvement, product testing, and product revision. Data collection techniques using questionnaires and observations. Data was validated with media validation by material experts and media experts—data analysis techniques using quantitative and qualitative data analysis. Design development plans using flowcharts, define access and learning goals, formulate indicators references, define media titles, compile storytelling, layout big book story images, create storyboards, and design validation lifts.

Extensive Book media development is worthy, practical, and effective for kindergarten language arts learning if it meets the criteria for worthiness and practicality 61-80% (useful/experimental), 21-40% (unworthy/unpractical), and the criterion for media effectiveness 61-80 (effective), 21-40% (less effective). After the research was conducted, the study produced a qualification of 88,3% (handy), the practicality of the product 89% (efficient), and the efficiency of 83,42% (perfect). Thus, the development of big media books of pictures could be more valuable, practical, and effective for learning the language skills of kindergarteners.

CONCLUSION

Based on these conclusions, proposals can be made: (1) learning media in the form of enormous books with picture stories from the development are expected to be used for learning language skills in kindergarten because it has the power to trigger the courage to tell stories in children and is easy to design and make by teachers, (2) for teachers, this product can be developed with a broader scope or based on other materials, Even in other aspects of student development in the future, (3) for teachers, big book media must be developed again with the addition of evaluation/assessment of speaking skills or other skills targeted with more diverse issues, (4) for other researchers, the need for further development of learning media in the form of picture stories of significant books in Indonesian to improve the quality of Indonesian learning in children's parks. The results of this study contain the results of the overall activity, so it can be concluded that playing number cards can improve children's numeracy skills; this is not based on the following data. In activity I, the percentage on the indicators and children could count numbers 1 to 20 in the correct order with a ratio of 20%; in activity II, there was an increase with a percentage of 87%. Children could connect and match number symbols for indicators from 1 to 20 in the first activity; the ratio was 33%, and action II significantly increased by 87%. Based on this data, the indicator of learning success is achieved because it has been at a $\geq 70\%$.

REFERENCES

- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik*. Rineka Cipta.
- Djamarah, S. B. (2006). *Strategi Belajar Mengajar*. PT Rineka Cipta.
- Fitriani, D., Fajriah, H., & Rahmita, W. (2019). Media Belajar Big Book dalam Mengembangkan Kemampuan Berbahasa Reseptif Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 247. <https://doi.org/10.31004/obsesi.v4i1.197>

- Haryaningrum, V., Reza, M., Setyowati, S., & Agustin, M. (2023). Pengembangan Media Buku Cerita Bergambar Digital Berbasis Kearifan Lokal untuk Mengembangkan Kecerdasan Moral pada Anak Usia Dini. *Jurnal Pendidikan Indonesia*, 12(1), 218–235.
- Hasan, M. (2010). *Pendidikan Anak Usia Dini*. Diva Press.
- Karlina, D. N. (2018). Meningkatkan Kemampuan Berbicara Anak Tk B Usia 5-6 Tahun melalui Digital Storytelling di TK. *JPUD - Jurnal Pendidikan Usia Dini*, 12(1), 1–11. <https://doi.org/10.21009/jpud.121.01>
- Latif dkk., M. (2013). *Pendidikan Anak Usia Dini*. Prenada Media Group.
- Lestari, I. (2018). Developing Wordless Picture Book to Improve the Storytelling Ability of 5 to 6 Years Old Children. *Cakrawala Pendidikan*, XXXVII(1), 30–41.
- Madyawati. (2017). *Strategi Pengembangan Bahasa pada Anak*. Prenada Group.
- Novianti, R. (2013). Pengaruh Permainan Kartu Bergambar dan Kecerdasan Linguistik terhadap Kemampuan Membaca Permulaan. *Jurnal Pendidikan Usia Dini*, 7(2), 1–13.
- Nugrahani, F., Widayati, M., & Imron, A. (2019). Strengthening character education in elementary school. *Proceedings of the 28th International Conference on Literature: "Literature as a Source of Wisdom"*, 971–979. <https://doi.org/10.4108/eai.3-11-2018.2285653>
- Pratiwi, E., Dhieni, N., & Supena, A. (2020). Early Discipline Behavior: Read aloud Story with Big Book Media. *Jurnal Pendidikan Usia Dini*, 14(2), 321–331. [https://doi.org/DOI: https://doi.org/10.21009/JPUD.142.10](https://doi.org/DOI:https://doi.org/10.21009/JPUD.142.10)
- Prihatin, D., & Widayati, M. (2019). Pembelajaran menulis narasi dengan media gambar seri di Sekolah Dasar Negeri 1 Giritirto. *Stilistika*, 5(1), 19–26.
- Rahim, F. (2009). *Pengajaran Membaca di Sekolah Dasar*. Bumi Aksara.
- Risnita, R., & Oktaviana, W. (2020). Asesmen Kemampuan Mengenal Huruf Anak Usia Dini melalui Media Bigbook. *Potensia: Jurnal Kependidikan Islam*, 5(2), 239–256. <https://doi.org/10.24014/potensia.v5i2.6575>
- Sari, N. E., & Suryana, D. (2019). Thematic Pop-Up Book as a Learning Media for Early Childhood Language Development. *JPUD - Jurnal Pendidikan Usia Dini*, 13(1), 43–57. <https://doi.org/10.21009/10.21009/jpud.131.04>
- Saroinsong, W. P., Kurnianingtyas, I., Dorlina, N., & Maulidiyah, E. C. (2022). Enhancing Preschooler's Gross Motoric Using Pocket Book-Flipbook Maker Based. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2825–2833. <https://doi.org/10.31004/obsesi.v6i4.1556>
- Solehuddin. (2008). *Pembaharuan Pendidikan TK*. Penerbit Universitas Terbuka.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. PT Alfabeta.
- Suhartono, S. (2005). *Pengembangan Keterampilan Bicara Anak Usia Dini*. Depdiknas.
- Tanfidiyah, N., & Utama, F. (2019). Mengembangkan Kecerdasan Linguistik Anak Usia Dini melalui Metode Cerita. *PT Indeks*, 4(3), 9–18.

- Ulfa, A., & Rakimahwati, R. (2020). Pengaruh Media Gambar Seri terhadap Kemampuan Bercerita Anak di Taman Kanak-Kanak Islam Shabrina Padang. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(2), 49–56. <https://doi.org/10.14421/jga.2020.52-01>
- Wati, H. R., & Yulsyofriend. (2019). Stimulasi Kemampuan Berbicara Anak di PAUD Solok Selatan Sejahtera. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 4(2), 51–60. <https://doi.org/10.14421/jga.2019.42-05>
- Yansyah, Y., Hamidah, J., & Ariani, L. (2021). Pengembangan Big Book Storytelling Dwibahasa untuk Meningkatkan Literasi Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1449–1460. <https://doi.org/10.31004/obsesi.v6i3.1779>
- Zaman, B. (2008). *Media dan Sumber Belajar TK*. Universitas Terbuka.