Storytelling Method With The Help Of Straw Dolls To Improve Children Receptive Language Skills In Kindergarten

Sri Ismawati[1*], Santoso[2], Mochamad Widjanarko[3]

[1,2,3]Muria Kudus University, Indonesia

A B S T R A K

Anak-anak masih mengalami kesulitan dengan bahasa. Karena cara bicara anak bisa lebih jelas. Penelitian ini bertujuan untuk membuat metode bercerita dengan bantuan boneka jerami untuk meningkatkan perkembangan bahasa reseptif anak. Jenis penelitian ini adalah metode R&D. Subyek penelitian terdiri dari 2 ahli media dan 1 ahli materi, serta 45 anak TK. Teknik pengumpulan data adalah wawancara, observasi, angket, dan dokumentasi. Teknik analisis data menggunakan analisis kuantitatif. Hasil uji validitas menunjukkan n = 10 dan skor signifikansi 5% dengan r tabel 0,632. Hasil yang diperoleh dinyatakan valid karena r hitung > r tabel. Uji validasi dari ahli materi diperoleh skor rata-rata 83,75% dan 93,75% termasuk dalam kategori sangat layak. Sebaliknya, ahli bahasa mendapat skor empat yang termasuk dalam kategori sangat baik. Analisis data untuk menguji keefektifan ditunjukkan pada hasil perhitungan N-Gain pada uji lapangan, sebagai kelas eksperimen diperoleh hasil post-test masing-masing 80,67 dan 80,33. Sebaliknya, untuk kelas kontrol, post-test memperoleh hasil 56,00. Kesimpulan menunjukkan bahwa pengembangan metode bercerita dengan bantuan boneka jerami untuk meningkatkan kemampuan berbahasa anak di Taman Kanak-kanak layak dan efektif dalam meningkatkan kemampuan berbahasa anak. Implikasi penelitian ini diharapkan dapat membantu guru meningkatkan kemampuan berbahasa anak melalui media pembelajaran.

A B S T R A C T

Children still have difficulties with language. It is because the way children speak could be clearer. This research aims to create a storytelling method with the help of straw dolls to improve children's receptive language development. This type of research is an R&D method. The research subjects consisted of 2 media experts and one material expert, and 45 kindergarten children. The data collection techniques were interviews, observations, questionnaires, and documentation. The data analysis technique used quantitative analysis. The results showed the validity test with n = 10 and a significance score of 5% with r table 0.632. The results obtained were declared valid because r count> r table. The validation test from material experts obtained an average score of 83.75% and 93.75%, including in the very feasible category. In contrast, linguists scored four which was in the very good category. Data analysis to test the effectiveness is shown in the results of the N-Gain calculation in the field test, as the experimental class obtained post-test results of 80.67 and 80.33, respectively. In contrast, for the control class, the post-test obtained a result of 56.00. The conclusion shows that the development of storytelling methods with the help of straw dolls to improve children's language skills in kindergarten is feasible and effective in improving children's language skills. The implications of this research are expected to help teachers improve children's language skills through learning media.

1. INTRODUCTION

Golden Age or childhood is a very appropriate time to develop all the potential contained in children (Afsari et al., 2022; Wulandari & Suparno, 2020). It is because children are developing rapidly in the growth and development phase. The development of religious and moral scores, physical-motor, cognitive, language, and social-emotional occurs very quickly (Agustin et al., 2021; Anggraini, 2019). Early Childhood Education is the main foundation for developing children's potential and personality regarding moral and religious scores, cognitive, language, and social-emotional (Nurwahyuni et al., 2021). Language

Corresponding author
*E-mail addresses: sriismawati3581@gmail.com (Sri Ismawati)

as a communication tool can be used orally or in writing (Nurwahyuni & Mahyuddin, 2021; Purnamasari & Mayar, 2019). Humans use language to connect themselves with the outside world (Dewi et al., 2019; Salnita et al., 2019). Children's language development is one of the factors that influence children's cognitive development. As children grow and develop and understand their environment, their language development also increases from the simplest to the most difficult levels (Anggraini, 2019; Putri & Febrieanitha, 2022; Silawati, 2018). Children's language acquisition can be developed in various ways.

However, the method used by educators is sometimes different. Still, there is a common problem that almost every child experiences. All children have an initial language obtained from their caregivers, especially their mothers (Aulia & Budiningsih, 2021; Dahlia et al., 2013). In a family environment, how many languages are taught by parents to children, especially in communication, is the child's language acquisition. Children also obtain language from the social environment, such as the school environment or association with friends (Alam & Lestari, 2020; Khairoes & Taufina, 2019; Ruyatul Hilal Muhtar, 2019). There are four developments in language development for early childhood: listening, speaking, reading, and writing. Related to language development, the problem that often exists in kindergarten is that children still struggle with language. It is because several things cause it. First, the way children speak needs to be clarified. Second, children do not like to talk. Third, if there are questions, the child will answer unclearly. Fourth, children need help to catch the point of the conversation. Fifth, the use of inappropriate vocabulary. Sixth, they are unable to tell the story interestingly. Seventh, when speaking, there is a lack of sense of humor. Eighth, they have few friends (Dahlia et al., 2013). Some of the problems encountered in Kindergarten B in the Dahlia Cluster are children needing more concentration when telling a story using the media of a storybook and children often fighting to see the pictures in it. You can be calm using hand puppets, but the child gets bored over time. Using storytelling-based hand puppet media is very interesting, but educators need more information technology skills.

Language development should be carried out and balanced to obtain optimal development. There are two categories of language skills: receptive and productive (Ayvaz Tunc, 2017; Psomadaki et al., 2019). Receptive language skills are language skills that are applied to understand something conveyed through spoken and written language (Rizal et al., 2021; Suciati et al., 2015). Meanwhile, writing activities include productive language. Language learning aims to enable children to express their ideas in the language (Alfitriani & Hutabri, 2017; Oktapiani et al., 2021). In other words, early language learning is more focused so that children can: Process words holistically. Express these words in body language (language and gestures) that others can understand. Understand, explain, and communicate every word to others as a whole. Try to convince people with what they have to say. Language learning is one of the areas of developing basic skills prepared by teachers to improve children's skills and creativity according to their level of development. So, the notion of early childhood language development in this paper is the teacher's efforts to achieve the goals of early childhood education in developing their language, both in listening, speaking/telling/understanding pictures/writing, as well as in drawing and or simple writing, as well as various other types of skills. Learning a child's language should be adjusted to the learning objectives. The storytelling method using picture series media still needs many children to develop optimally. This is due to the monotonous presentation of storytelling techniques. The teacher often tells stories using magazines and student worksheets. Furthermore, to attract students' attention, picture media with picture storybooks will attract more students' interest. Language skills using hand puppet media improve children's language skills. Hand puppet media based on digital storytelling.

Several findings state that implementing the storytelling method can improve speaking skills in early childhood (Anggraeni et al., 2019; Elya et al., 2019). Alternatively, storytelling improves early childhood language development (Syamsiyah & Hardiyana, 2021). Based on the results of these studies, all of them can improve early childhood language skills. This study focuses on related research to improve the development of children's receptive language using straw dolls as props for telling stories. The making of Straw dolls was due to seeing and wanting to take advantage of the natural potential in the Kindergarten area in Rembang, especially within the Dahlia PAUD Cluster. Apart from wanting to take advantage of nature, it is also to find out how much improvement in children's receptive language skills using the storytelling method with the help of straw dolls. Therefore, this study aims to create a storytelling method with the help of straw dolls to improve the receptive language development of children in the Rembang Regency.

2. METHOD

The research and development procedure used in this study is the Borg and Gall model, which is a process for developing and consisting of a study of the research findings of the product to be developed, developing a product based on these findings, conducting field trials following the setting in which the

product is made. Will be used, and make revisions to the results of field tests. The research and development approach in education includes ten steps which can generally be seen in the schematic in Figure 1.
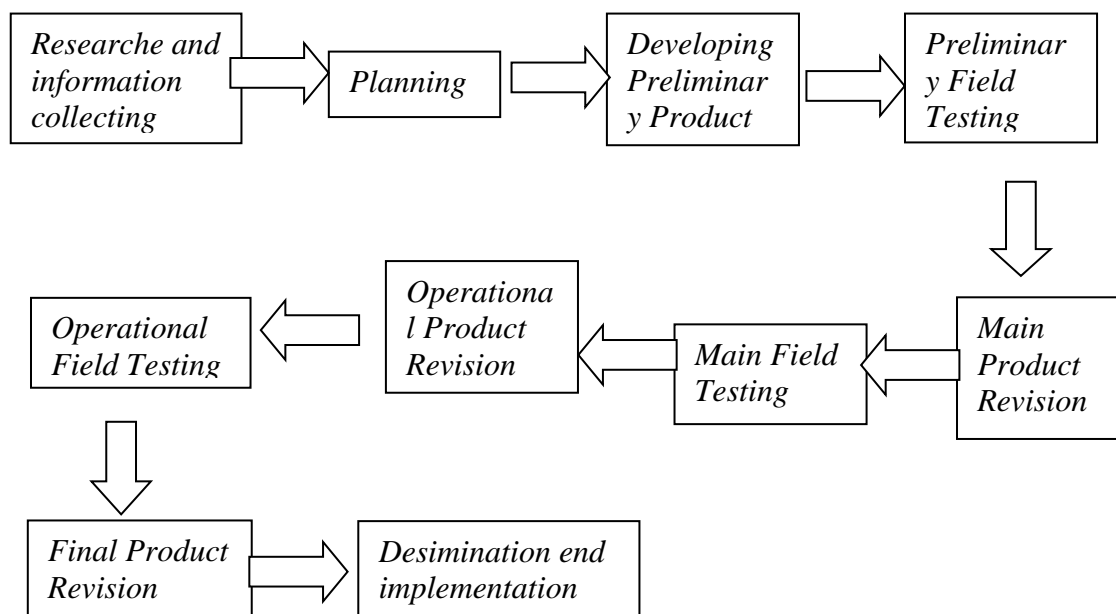

Figure 1. Borg and Gall Research Procedure

The study population was kindergarten children aged 5-6 years or group B in Kindergarten, Rembang Regency. The required research instruments are interviews, observation, questionnaires, and validation guidelines. The research subjects used were two media experts and one material expert. The samples of this study were all kindergartens in the Dahlia PAUD Cluster, especially group B children aged 5-6 years. The number of students is 45 from Kragan N 1 Kindergarten, Darma Persada Kindergarten, and Harapan Bangsa Kindergarten. Sources of data in this study are children, teachers, and validators. Data collection methods in this study were interviews, observation, questionnaires, and validation. The data obtained will then be tested with the t-test and N-Gain. The instrument grids used in the study are presented in Tables 1, 2, 3, 4, 5, 7, 8, and 9.

Table 1. Student Interview

Aspect	Indicator
Material	1. Necessity
Method	1. Fascinating
	2. Accuracy
	3. Effectiveness
Language	1. Understand the language

Table 2. Teacher Interview

Aspect	Indicator
	1. Interest
Method	2. Necessity
	3. Accuracy
	1. Material presentation
Material	2. Accuracy in the use of the method
	3. The accuracy of the use of sentences
	3 Learning Atmosphere
Learning	4. Obstacles in the use of storytelling methods
	5. The impact of using the method

Table 3. Kindergarten Principal Interview

No	Aspect	Indicator
1	Teacher supervision	teaching effectiveness
	Method use	Storytelling Method
2	Media use	Media Origin
		Source of funds
		Benefit

Table 4. Student Observations

Aspect	Indicator
Receptive Language Skills	1. Listening Ability
	2. Understand the Language
	3. Ability to tell stories
	4. Reading

Table 5. Teacher Observation

No	Aspect	Indicator
1.	Preparation	1. Learning tools
		2. Learning Media
2.	Implementation	1. The learning process (Learning Method)
		2. Give children the opportunity to express ideas
3.	Closing	1. Evaluation

Table 6. Student Questionnaire

No	Aspect	Indicator	Number of questions
1	Appearance	attractiveness	3
2	Material	Presentation of material	3
3	Benefit	Ease of learning	3

Table 7. Teacher Questionnaire

No	Aspect	Indicator	Number of questions
1.	Appearance	1. Attractive	3
2.	Material	1. Compatibility	3
		2. Advantages	3
3.	Presentation	1. Presentation	2

Table 8. Media Expert Validation

No	Aspect	Indicator
1	Product Design	Product material
		Head
		Size/Proportion
		Appropriateness of character/figure
		Body
		Size/Proportion
		Appropriateness of character/figure
2	Product Assessment	Appearance
		Function
		How to use

Table 9. Material Experts and Storytelling Methods

No	Aspect	Indicator
1	Relevance	1. Suitability of the material with the Kindergarten Curriculum

No	Aspect	Indicator
		2. Material according to Basic Competency
		3. Material according to learning objectives
		4. Material following the competencies that children must master
2	Content Eligibility	5. Suitability of the material with the characteristics of the child's place of residence
		6. The suitability of the material with the development of the child
		7. Help the success of the child's language learning process
3	language	8. Use of appropriate terms
		9. Language is easy to understand
		10. Straightforward language
		11. Communicative language
	Learning methods	12. Stimulating the child's hearing
		13. Stimulating children's memory
		14. Stimulating children's imagination and fantasy
		15. Increase children's vocabulary
		16. Increase children's motivation
Number of Questions		**16**

3. RESULT AND DISCUSSION

Result

Based on the results of interviews with students, it was found that the storytelling used so far only uses story books which causes children to get bored quickly, and the stories that children like are stories about adventurers. Needs analysis based on interviews with the teacher showed that in learning to tell stories, the teacher still uses storybook media, which causes the child's concentration in listening to stories is still low. Needs analysis based on the results of interviews with the head of the kindergarten, it was found that out of the 3 Kindergartens studied, 2 Kindergartens had used the storytelling method, the stories presented were following the RPPH, the media used still used storybooks and picture series. Based on the results of observations with 15 students in storytelling learning activities which assessed aspects of children's receptive language which included listening skills, understanding language, retelling stories that had been heard, repeating the names of story characters, an average of only 4-5 children who were on grades Growing As Expected (BSH). Based on observations made on teachers, it was found that all teachers had provided learning tools, but the media used were limited to story books and picture stories. The story's theme was following the material. The story presentation used the storytelling method without tools. At the time of the learning evaluation, there was no response from the students at the repeat learning stage. At the same time, the assessment follows the assessment plan.

The design of the development of the storytelling method with the help of straw dolls. The initial step is to conduct a preliminary study. It is known that the implementation of learning in group B kindergarten is related to developing receptive language in children who apply the storytelling method. Still, the presentation technique needs to be attractive to children. Applying the storytelling method using the right tools will make storytelling learning more effective if the child can be interested in the story the teacher brings. If the child is interested, then the child will concentrate more and be more able to accept the material in the story to improve aspects of the child's receptive language development. Basic Competency Mapping and indicators and themes/sub-themes are presented in Table 10.

Table 10. Basic Competency and indicators and themes/sub-themes

No	Aspect	Description
1.	Basic competencies	1.14 Have behavior that reflects a humble and polite attitude toward parents, educators, and friends
		1.10 Understanding receptive language (listening and reading)
		4.10 Demonstrate receptive language skills (listening and reading)
		3.12 Getting to know early literacy through Play
		4.12 Reading pictures, reading symbols
2	Indicator	1.14.1 Understanding humility
		1.14.2 Examples of Humble and polite behavior

No	Aspect	Description
		3.10.1-4.10.1 How to answer correctly when asked
		3.10.2-4.10.2 How to respond appropriately when hearing a story read by the teacher
		3.10.3-4.10.3 Do as requested some commands
		3.10.4-4.10.4 Retell what he has heard
		3.12.1-4.12.1 Reading pictures, reading symbols
		3.12.2-4.12.2 Saying words that are often repeated in the story
3	Theme	Myself
4	Sub-theme	Please get to Know My Character
5	Learning	1. The conversation about today's theme and sub-theme
		2. Introducing human nature
		3. Adjusting the sitting position
		4. Introducing activities and rules of activity
		5. Show storytelling aids and introduce characters
		6. Presentation of the story
		7. Observing the child's response
		8. Ask the child to repeat the title of the story
		9. Ask the child to repeat the name of the character in the story
		10. Asking children to repeat words that often appear in stories
		11. Asking children to repeat some of the stories that have been heard in their language
6	Evaluation	Observation

This study aims to improve the development of children's receptive language. Determine learning resources according to the themes and sub-themes being taught. In addition to using books as a guide, the researcher developed a storytelling method with the help of props or aids in the form of straw dolls with the consideration that the materials of straw dolls are easy to obtain because they come from natural materials and are used goods. The manufacturing process is also quite easy. It is efficient because it is in the form of a doll, so it can be used in all themes and stories. It is enough to make it used many times. Children can learn to make their Straw dolls in storytelling activities—the stage of developing the storytelling method with the help of straw dolls. The material for making straw dolls comes from rice straw and rice plants that have been harvested (thrown out of the grain). Apart from straw as its main material, dolls used milk bottles as their body frames and ping pong balls as their heads. Rice stalks during harvest which are only used as animal feed, are taken, then cleaned in the middle, and dried, then soaked in salt water for approximately 2 hours, then dried again. Soaking is intended so that the straw is germ-free and durable. After drying, shape according to our wishes. Glue the straw on the milk bottle for the body and the ping pong ball for the hair. The storytelling method developed as a straw doll tool when telling stories. The story in this study is based on the theme and sub-theme of knowing my nature. This story contains the characteristics contained in human beings, which can be seen in good deeds and bad deeds, right and wrong. The author has rewritten this story without changing the original storyline. The characters of the Straw dolls consist of a father, mother, grandmother, and boys and girls. It is enough to make the character once and can be used in various stories, as long as it contains father, mother, grandmother, and son and daughter characters. The character of each character is based on head and body considerations. Head differences are made between boys, girls, fathers, and mothers, which are presented in Figures 2, 3, 4, 5, 6, 7, 8, 9.

Figure 2. The Head of a Rather Stubborn Boy

Figure 3. Kind Boy Head

Figure 4. Adult Male Head

Figure 5. Adult Female Head

Figure 6. Girl's Head

Figure 7. The head of a Girl Wearing a Hijab
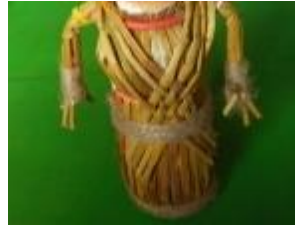

Figure 8. Bodies of Male Figures

Figure 9. Body of Female Character

To develop this storytelling method, a guidebook entitled "A Guide to Storytelling Methods Assisted by Straw Puppets" has been prepared. This book consists of several parts, including the cover. Change the book's cover with A5 paper using art paper 210 gr. Determine the cover design according to the contents of the book. Design the content (typography) of the storytelling method with the help of Straw dolls. Design the contents of the storytelling method book, starting from the cover page, preamble, table of contents, theory of storytelling methods, instructions for making Straw dolls, how to use Straw dolls, and a collection of stories and bibliography. The writing uses Times New Roman with size 14. This book is bound using glue binding. The book cover image is presented in Figure 10.

Gambar 10. Sampul Buku Panduan

The next stage is the determination of material experts and media experts to validate the feasibility of the straw doll-assisted storytelling method. Media expert validation consists of 2 aspects consisting of 7 indicators which are described in 16 items. The evaluation of product media experts obtained an average score of 83.75%, meaning it is included in the very feasible category. According to these data, Straw dolls are suitable for teaching storytelling in kindergarten. After being averaged, the expert's assessment of the material and storytelling methods is included in the very good criteria. It can be seen from the description above, obtaining a score of 4. The linguist's assessment is given in a score of 1-5. Then the scoring score is added and divided by the number of indicators. Following these data, the storytelling method with the help of Straw dolls is stated to be very good with a little improvement. Revisions were made based on the validator's input, suggestions, and improvements. To determine whether the product of the storytelling method development is effective is to conduct limited and large-scale trials through pretest and post-test. The results of the trial were then analyzed using the N-Gain and t-test.
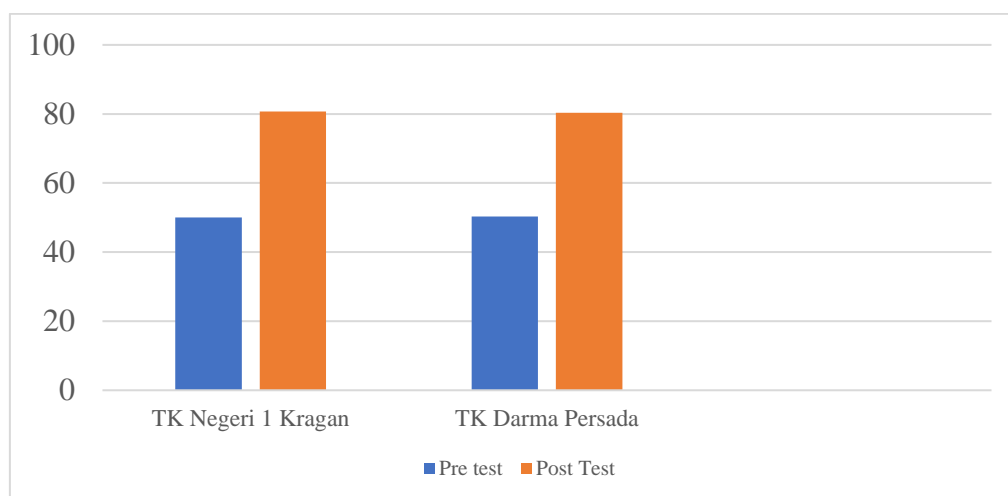

Figure 11. Large-Scale Test Results

Based on Figure 11, it can be seen that the receptive language skills of children aged 5-6 years in group B at Kragan 1 Public Kindergarten as an experimental class 1 pretest results obtained an average score of 50.0 then after using the development of the storytelling method assisted by straw dolls received an average score -average 80.7. In experimental class 2, group B at Darma Persada Kindergarten, the pretest results obtained an average score of 50.3. After using the development of the storytelling method assisted by straw dolls, the average score was 80.3. These results prove that developing a storytelling method assisted by straw dolls is feasible and effective for learning. Based on the children's receptive language skills were increased after being given treatment using the development of storytelling methods assisted by straw dolls.

Discussion

Based on the results of observations, the use of the storytelling method in teacher language learning at Kragan 1 Public Kindergarten, Darma Persada Kindergarten, and Harapan Bangsa Kindergarten is still very low because the average is in the lower category. It is because most teachers only teach language by lecturing, debriefing, singing, or telling stories. They often use storytelling techniques without tools or picture stories for storytelling learning activities. In the observation of the use of storytelling learning aids, it is in the sufficient category, meaning that there are already learning aids or media. However, their use is not optimal; specifically, the aids in the form of dolls are still lacking. The activeness of children's learning is in the less category. It is because while learning, the teacher cannot provide proper stimulation to the direction of children's receptive language development. Hence, the children's activity becomes less, and the child's response to learning is in the lower category. While the involvement of children in learning is in the less category, the development of children's receptive language is in the less category. Media is needed to facilitate the child's learning process (Maranatha & Putri, 2021; Yolanda et al., 2022). Media plays an important role in learning because it can create interactions between children and the material they learn (Patonah et al., 2019; Wicaksono, 2020). Based on the results of joint interviews with kindergarten teachers in the Dahlia Cluster Unit, Kragan sub-district, all respondents directed the creation of a language learning method that integrated the storytelling method with learning media as a storytelling aid. The storytelling method developed is the storytelling method with props.

The design of the development of the storytelling method with the help of straw dolls. In the design of the storytelling method with the help of Straw dolls. The selected core competencies are KI-3 and KI-4, knowledge, and skills. The basic competencies are KD 3.10 and KD 4.10, which are about developing receptive language in early childhood, including understanding, expressing, and literacy. Then the researcher developed indicators including listening to other people's words, understanding the stories that were read, learning the vocabulary of adjectives, retelling stories or fairy tales that had been heard, and repeating simple sentences. This study designed a lesson plan, then determined the storytelling method as the method used for language development. Then, the storytelling method was developed with storytelling aids like straw dolls. Straw dolls as a learning medium or storytelling tool to improve early childhood language development. Straw dolls are made as attractive as possible with the activities in straw dolls to improve the ability to understand and express children's language (Priatna, 2018; Putri & Febrieanitha, 2022). The products made are Straw dolls and storytelling method guidebooks. The front cover of the product must look attractive and have Times New Roman or appropriate writing, and the color matches the cover's background so that it is easy to read. By utilizing the media, children's learning motivation can be accelerated, and children's learning motivation will increase (Alexander et al., 2020; Moè et al., 2018). Receptive language skills in various aspects are still lacking, such as understanding language, literacy, etc.

Developing a storytelling method with the help of Straw dolls is suitable for learning. Based on the children's cognitive abilities are increased after being given treatment using the development of the storytelling method assisted by Straw dolls. The storytelling method assisted by straw dolls has been proven effective in increasing children's receptive language skills. It is based on the average score of children's receptive language skills from the experimental class at Kragan 1 Public Kindergarten and Darma Persada, which both use the development of the puppet-assisted storytelling method. Straw has relatively increased children's receptive language skills compared to the control class. The average score of children's receptive language skills from the experimental class at Kragan 1 Public Kindergarten, Kindergarten, and Darma Persada Kindergarten, which both use the Storytelling Development Method assisted by straw dolls, have relatively the same children's receptive language skills. Meanwhile, compared with the average score of children's receptive language skills in the control class at Harapan Bangsa Kindergarten, learning without using the development of storytelling methods assisted by straw dolls obtained lower scores than the experimental class. So that children who are given learning using the

development of the storytelling method assisted by straw dolls have better receptive language skills compared to children who are not taught by using the development of the storytelling method assisted by straw dolls. This finding is reinforced by previous studies stating that storytelling can improve early childhood speaking skills (Anggraeni et al., 2019; Elya et al., 2019). Alternatively, storytelling improves early childhood language development (Syamsiyah & Hardiyana, 2021). The implications of this research are expected to help teachers improve children's language skills through learning media.

4. CONCLUSION

The Storytelling Method Assisted by Straw Puppets is feasible to use to improve the development of children's receptive language in Kragan 1st Kindergarten students, Kragan District, Rembang Regency. Based on the development of children's receptive language has increased after using the developed learning method. The children's receptive language skills increased in experimental classes one and two. The storytelling method assisted by straw dolls has proven effective in increasing children's receptive language skills. It is based on the average children's receptive language development score from the Kragan 1 Public Kindergarten and Darma Persada Kindergarten experimental class. Both use assisted storytelling methods, straw dolls, showed a relatively increased development of children's receptive language compared to the control class.

5. REFERENCES

Afsari, F., Rusdiyani, I., & Khosiah, S. (2022). Pengaruh Motivasi Keluarga Terhadap Kemampuan Kognitif Anak Usia 5-6 Tahun: Studi Masa Pandemi. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, *6*(4), 209–220. https://doi.org/10.14421/jga.2021.64-04.

Agustin, M., Inten, D. N., Permatasari, A. N., & Mulyani, D. (2021). Strategi Guru PAUD dalam Mengembangkan Kecerdasan Interpersonal Anak Usia Dini di Saat Belajar dari Rumah. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2). https://doi.org/10.31004/obsesi.v5i2.1055.

Alam, S. K., & Lestari, R. H. (2020). Pengembangan Kemampuan Bahasa Reseptif Anak Usia Dini dalam Memperkenalkan Bahasa Inggris melalui Flash Card. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *4*(1), 284. https://doi.org/10.31004/obsesi.v4i1.301.

Alexander, C., Wyatt-Smith, C., & Du Plessis, A. (2020). The Role of Motivations and Perceptions on the Retention of in-service Teachers. *Teaching and Teacher Education*, *96*, 103186. https://doi.org/10.1016/j.tate.2020.103186.

Alfitriani, A., & Hutabri, E. (2017). Kepraktisan dan Keefektifan Modul. In *Jurnal Kependidikan* (Vol. 1, Issue 1, p. 15).

Anggraeni, D., Hartati, S., & Nurani, Y. (2019). Implementasi Metode Bercerita dan Harga Diri dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2), 404. https://doi.org/10.31004/obsesi.v3i2.224.

Anggraini, V. (2019). Stimulasi Keterampilan Menyimak terhadap Perkembangan Anak Usia Dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, *3*(1), 30–44. https://doi.org/10.19109/ra.v3i1.3170.

Aulia, B. N. R., & Budiningsih, A. (2021). Tingkat Pemahaman Guru Taman Kanak-kanak di Lombok dalam Stimulasi Pengembangan Bahasa Anak Usia Dini. *Jurnal Obsesi*, *5*(2), 2259 – 2268. https://doi.org/10.31004/obsesi.v5i2.1082.

Ayvaz Tunc, O. (2017). Material Development Based on Digital Storytelling Activities and Assessment of Students' Views. *International Journal of Evaluation and Research in Education (IJERE)*, *6*(1), 54. https://doi.org/10.11591/ijere.v6i1.6347.

Dahlia, L., Thamrin, M., & Ali, M. (2013). Kemampuan Berbicara Menggunakan Bahasa Indonesia Anak Usia 5-6 Tahun Tk Keranjik. *Jurnal Pendidikan Dan Pembelajaran Untan*, *2*(9), 1–18.

Dewi, N. N. K., Kristiantari, M. . R., & Ganing, N. N. (2019). Pengaruh Model Pembelajaran Picture And Picture Berbantuan Media Visual Terhadap Keterampilan Menulis Bahasa Indonesia. *Journal of Education Technology*, *3*(4). https://doi.org/http://dx.doi.org/10.23887/jet.v3i4.22364.

Elya, M. H., Nadiroh, N., & Nurani, Y. (2019). Pengaruh metode bercerita dan gaya belajar terhadap kemampuan berbicara anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *4*(1), 302–315. https://doi.org/10.31004/obsesi.v4i1.326.

Khairoes, D., & Taufina, T. (2019). Penerapan Storytelling Untuk Meningkatkan Keterampilan Berbicara Di Sekolah Dasar. *Jurnal Basicedu*, *3*(4), 1038–1046. https://doi.org/10.31004/basicedu.v3i4.220.

Maranatha, J. R., & Putri, D. I. H. (2021). Empati Anak Usia Dini: Pengaruh Penggunaan Video Animasi dan Big Book di Taman Kanak-Kanak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(3), 1991–

1999. https://doi.org/10.31004/obsesi.v6i3.1881.

Moè, A., Katz, I., & Alesi, M. (2018). Scaffolding for motivation by parents, and child homework motivations and emotions: Effects of a training program. *British Journal of Educational Psychology*, *88*(2), 323–344. https://doi.org/10.1111/bjep.12216.

Nurwahyuni, E., & Mahyuddin, N. (2021). Penilaian Perkembangan Bahasa Anak Usia Dini Umur 5-6 Tahun Pada Masa New Normal Di Taman Kanak-Kanak Ridhotullah Padang. *Jurnal Cikal Cendekia*, *02*(01), 11–23.

Oktapiani, N. P. G., Asril, N. M., & Wirabrata, I. D. G. F. (2021). Upaya Meningkatkan Kosakata Bahasa Inggris Pada Anak Usia Dini Dengan Media Wayang Melalui Video Pembelajaran. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *9*(2), 285. https://doi.org/10.23887/paud.v9i2.37466.

Patonah, D., Wijaya, W. M., & Rosalin, E. (2019). Efektivitas Penggunaan Media Gambar Kartun pada Pembelajaran untuk Meningkatkan Kemampuan Berhitung Peserta Didik Sekolah Dasar. *Jurnal Penelitian Pendidikan*, *19*(1), 45–37. https://doi.org/https://doi.org/10.17509/jpp.v19i1.17130.

Priatna, D. (2018). Meningkatkan Kapasitas Belajar Anak Usia Dini Melalui Pembelajaran Interaktif Kreatif Dan Edukatif. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 90–97. https://doi.org/10.17509/cd.v5i2.10502.

Psomadaki, O. I., Dimoulas, C. A., Kalliris, G. M., & Paschalidis, G. (2019). Digital storytelling and audience engagement in cultural heritage management: A collaborative model based on the Digital City of Thessaloniki. *Journal of Cultural Heritage*, *36*, 12–22. https://doi.org/10.1016/j.culher.2018.07.016.

Purnamasari, Y., & Mayar, F. (2019). Manajemen Pengembangan Kreativitas Kognitif Dan Bahasa Anak Usia Dini Di Paud "Handayani" Skb Kendal. *Jurnal Pendidikan Tambusai*, *151*, 10–17.

Putri, R. H., & Febrieanitha, Y. (2022). *Pengembangan Media Boneka Jerami Dalam Meningkatkan Aspek Perkembangan Bahasa Anak Di Paud Tunas Bangsa Desa Karang Jaya Prabumulih*. *1*(3), 489–498.

Rizal, M., Suyono, S., & Harsiati, T. (2021). Pembelajaran Keterampilan Berbahasa dan Bersastra pada Masa Pandemi Covid-19: Analisis Metasintesis. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *6*(12), 1827–1836. https://doi.org/10.17977/jptpp.v6i12.15153.

Ruyatul Hilal Muhtar, T. M. (2019). Pemerolehan Bahasa dan Penggunaan Bahasa Anak Usia Sekolah Dasar. *JPI (Jurnal Pendidikan Indonesia): Jurnal Ilmiah Pendidikan*, *5*(1), 170–178. https://doi.org/10.20961/jpi.v5i1.33836.

Salnita, Y. E., Atmazaki, A., & Abdurrahman. (2019). Pemerolehan Bahasa pada Anak Usia 3 Tahun. *Jurnal Obsesi*, *3*(1), 137 – 145. https://doi.org/10.31004/obsesi.v3i1.156.

Silawati, E. (2018). Stimulasi Guru Pada Pembelajaran Bahasa Anak Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, *3*(2), 16. https://doi.org/10.17509/cd.v3i2.10334.

Suciati, S., Septiana, I., & Untari, M. F. A. (2015). Penerapan Media Monosa (Monopoli Bahasa) Berbasis Kemandirian Dalam Pembelajaran Di Sekolah Dasar. *Mimbar Sekolah Dasar*, *2*(2), 175–188. https://doi.org/10.17509/mimbar-sd.v2i2.1328.

Syamsiyah, N., & Hardiyana, A. (2021). Implementasi Metode Bercerita sebagai Alternatif Meningkatkan Perkembangan Bahasa Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(3), 1197–1211. https://doi.org/10.31004/obsesi.v6i3.1751.

Wicaksono, G. (2020). Pengembangan Buku Cerita Bergambar Interaktif Terhadap Kemampuan Siswa Menemukan Isi Cerita. *Joyful Learning Journal*, *9*(4), 224–229. https://doi.org/10.15294/jlj.v9i4.40868.

Wulandari, A., & Suparno, S. (2020). Pengaruh Model Problem Based Learning terhadap Kemampuan Karakter Kerjasama Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *4*(2), 862. https://doi.org/10.31004/obsesi.v4i2.448.

Yolanda, S., Winarni, R., & Yulisetiani, S. (2022). The New Way to Improve Learners' Speaking Skills: Picture and Picture Learning Media Based on Articulate Storyline. *Journal of Education Technology*, *6*(1), 173–181. https://doi.org/10.23887/jet.v6i1.4.