



JI V (2) (2020)

JURNAL INDRIA

Jurnal Ilmiah Pendidikan PraSekolah dan Sekolah Awal



<http://journal.umpo.ac.id/index.php/indria/index>

Efforts to Improve Communication Skills through Spinning a Yarn Method Using Hand Puppets in Children Aged 4-5 Years at TK Kemala Bhayangkari 61 Pulung



Riva Kurniawati¹, Ida Yeni Rahmawati¹, Dian Kristiana¹

¹Universitas Muhammadiyah Ponorogo

Article Information

Article History

Submitted:
June 2020
Approved:
August 2020
Published:
September 2020

Keywords:

Early Childhood,
Communication Skills,
Spinning a Yarn

Abstrak

Tujuan penelitian ini ialah untuk mengetahui adanya peningkatan kemampuan berkomunikasi pada melalui metode mendongeng menggunakan boneka tangan pada anak usia 4-5 tahun di TK Kemala Bhayangkari 61 Pulung. Penelitian ini merupakan penelitian tindakan kelas. Pengumpulan data yang diperlukan dalam mendukung hasil penelitian yaitu instrumen observasi dan wawancara. Adapun data yang diperoleh dipaparkan secara deskriptif. Subjek penelitian kami ialah anak kelas A1 berjumlah 15 anak. Pada siklus I kemampuan berkomunikasi mendapatkan hasil mencapai 40%. Hal ini mengalami kenaikan dibandingkan hasil pra tindakan. Pada pra tindakan hanya mencapai 20% anak yang mampu menguasai aspek kemampuan berkomunikasi. Siklus II mengalami banyak peningkatan, anak yang mampu menguasai seluruh aspek kemampuan berkomunikasi mencapai 80%. Dari penelitian tersebut dapat disimpulkan bahwa penggunaan metode mendongeng mampu meningkatkan kemampuan berkomunikasi pada anak usia 4-5 tahun. Dengan metode mendongeng menggunakan boneka tangan mampu menarik perhatian anak sehingga anak lebih fokus dan mampu tercipta pembelajaran yang menyenangkan.

Abstract

This study aimed to determine an increase in communication skills through spinning a yarn method using hand puppets in children aged 4-5 years at TK Kemala Bhayangkari 61 Pulung. This study is a class action research. Data collection needed to support the results of research included instruments of observation and interviews. The data obtained were described descriptively. The subjects of our study were 15 children in class A1. In the first cycle communication skills got results reaching 40%. This has increased compared to the pre-action results. In pre-action, only 20% of children was able to master the aspects of communication skills. Cycle II has improved a lot. Children who were able to master all aspects of communication skills reached 80%. From this research, it can be concluded that the use of spinning a yarn method could improve communication skills in children aged 4-5 years. This spinning a yarn method using hand puppets was able to attract the attention of children so that children were more focused and able to create fun learning.



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✉ Corresponding author:

E-mail: rivamidut@gmail.com

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v5n2.2020.pp133-148>

INTRODUCTION

Early childhood is an individual who is undergoing a process of development with a rapid and fundamental to the next life, Montessori in (Sujiono, 2009: 6). According to National Education System Law Year 2003 Article 28 paragraphs 1 through 5, it is also stated that early childhood education is carried out before primary education. Early childhood education can be carried out in formal, non-formal, and informal style. Early childhood education in formal education include kindergarten (TK), Raudhatul Athfal (RA), or other similar forms.

Early childhood is said to be the age of golden age or golden age so that it is an opportunity for educators and parents who have an important role to provide various stimulations to children, so as to achieve maximum growth and development of children.

Early childhood has 6 aspects of intelligence that must be developed, namely the intelligence of moral religious values, physical motor, cognitive, social emotional, language and art. The 6 aspects of intelligence must be stimulated in a balanced way. According to John Locke's theory, the tabula rasa of early childhood is likened to a blank sheet, so what the contents of the blank white sheet depends on how to fill it. Therefore, educational incentives either directly or indirectly need to be done from an early age.

According to a scientist named Harlock (in Zubaidah: 2004), he revealed that the development of intelligence is greatly influenced by environmental factors or experience. He said that language and communication are closely related because through communication it will lead to expressions of meaning and delivery of thoughts by one person to others. To support children's growth and development, it is necessary to choose a learning method for children that is appropriate to the situation and condition of the institution and the child in order to be able to achieve their goals optimally.

According to Zubaidah (2004: 84-85) learning methods in Early Childhood are very diverse including: (1) Storytelling/Spinning a yarn, (2) Language play, (3) Dramatization, (4) Conversation, (5) Question and answer, (6) Puppet plays, (7) Role playing, (8) Field trips, (9) Retelling. Storytelling is basically the same as spinning a yarn, this is expressed by the writer in a book (Mallan, 1991).

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Storytelling is an effort made by the storyteller in conveying the contents of feelings, thoughts or a story to children orally. According to Mallan, in the fairy tale, there will be a creative interaction between the storyteller and the listener. Thus, it can create imagination, character formation to mental images. (Zubaidah: 87).

Based on the results of pre-research observations, it shows the majority of children have difficulty communicating when learning takes place, they tend to be passive. Children who were able to master the aspect of communication skills only reached 20%. That way the researcher needed to conduct research in order to find out the improvement in communication skills of children through the provision of actions with spinning a yarn method using hand puppets. Hopefully, the method of spinning a yarn with hand puppets can be applied in other institutions to improve communication skills in early childhood.

LITERATURE REVIEW

Early Childhood Definitions

According to the National Education System Law Year 2003, early childhood includes children ranging from the age of 0 to 6 years. According to Mansur, (2005: 88) early childhood is a group of children who are in a process of growth and development that is unique. They have special patterns of growth and development according to their level of development and growth. According to Montessori in (Sujiono, 2009: 6), early childhood is at a time when children begin to be sensitive in receiving stimuli.

Some understanding of early childhood from various sources lead to a conclusion that early childhood includes children aged 0-6 years who are in the process of growth and development which is sensitive to stimuli.

Communication Skills Of Early Childhood

According to a scientist named Harlock in Zubaidah (2005:7), he revealed that the development of intelligence is strongly influenced by environmental factors or experience. Harlock said that language and communication are closely related because through communication, it will lead to expressions of meaning and delivery of thoughts by one person to others.

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According to Moeslichatoen, (2004: 91) communication is the process of delivering information, ideas, emotions, skills, etc. through the use of symbols such as words, pictures, and numbers.

Some of these sources can be used as a reference so it can be concluded that communication is a very important aspect in honing early childhood intelligence. Communication is a mean of mutual relations in the delivery of information, expressions, ideas, feelings or questions and answers between people.

Aspects Of Children Communication Skills

According to the Standards for Achieving Development (STPPA) Law No. 137 of 2004, there are standards for the scope of language development aged 4-5 years old including: (1) repeating simple sentences, (2) asking the correct sentences, (3) answering questions according to questions, (4) expressing feelings with adjectives (good, happy, naughty, stingy, kind, brave, good, bad), (5) mentioning known words, (6) expressing opinions to others, (7) expressing a reason for something desired or disagreement, (8) retelling stories/fables that have been heard, (9) enriching vocabulary, and (10) participating in conversation.

Thus, it can be concluded that aspects of the ability to communicate AUD include the following: (1) repeating simple sentences, (2) asking the correct sentences, (3) answering questions according to questions, (4) expressing feelings with adjectives (good, happy, naughty, stingy, kind, brave, good, ugly), and (5) mentioning known words.

Spinning A Yarn Method

Story telling is basically the same as spinning a yarn. This is expressed by (Mallan, 1991) in (Enny zubaidah 2004: 87). Mallan also stated that spinning a yarn is an attempt by storytellers to convey the contents of feelings, thoughts or a story to children verbally. According to Mallan, in the fairytale, there will be creative interaction between storytellers and listeners. Therefore, it can create imagination, character formation to a mental picture (Enny zubaida 2004: 87).

According to Muhibbudin Fadhli (2015), fairy tales are a cheap and easy means of communication so that from these activities children are expected to get meaningful learning.

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In Sanjaya (2008: 147), it is stated that the method is a mean used to implement plans that have been prepared in real activities so that goals are optimally achieved. The learning method is a presentation technique mastered by the teacher to present learning material to students both individually and in groups so that the material can be absorbed, understood and utilized properly (Ahmadi, 2005: 52).

According to Fadillah (2016: 172), spinning a yarn method or storytelling method is a method that tells events to students. These events are conveyed to students through unique speech, expressions and facial expressions.

There are 2 types of fairy tales namely traditional tales and modern tales. In the spinning a yarn method, there are 2 types, namely spinning a yarn without props and spinning a yarn using props such as picture books, finger puppets, hand puppets, etc.

Thus, it can be concluded that the spinning a yarn method is a way of presenting something through speech, expressions and unique facial expressions to achieve a maximum result.

ASPECTS FOUND IN SPINNING A YARN

According to Al Qudsy and Nurhidayah (2010: 114-115), there are several things in spinning a yarn: (1) The story must be in accordance with Child Development, (2) It contains elements of education or entertainment, (3) It creates a happy atmosphere, (4) Language must be simple, according to the child's language growth level, (5) The storyteller lives the story and permeates all parts of the story, (6) The storyteller always observes the development of emotional reactions in the child and maintains a pleasant impression, (7) The words spoken must be clear not like muttering, (8) The storyteller involves children in the story told, (9) The storyteller maintains the secrecy of fairy tales so that children remain focused on each scene, (10) The duration of fairy tales is adjusted to the child's ability to listen to fairy tales.

According to Zubaidah (2015: 88), in the preparation of spinning a yarn, there are 7 techniques: (1) determining the selection of material, (2) determining supporting means (mastery and vocals), (3) intonation and tone of voice, (4)

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appreciation of the characters, (5) expressions, (6) motion and appearance, (7) communication skills of dominating the audience.

HAND PUPPETS MEDIA

According to AECT (Association of Education and Communication Technology) cited by Basyaruddin (in Arsyad (2005), "Media are all forms used for the process of channeling information." Meanwhile, another understanding of the media is any tool that can be used as a distributor of messages to achieve learning objectives.

According to Ida Yeni Rahmawati (2016), media is a technique used in learning so that the educational communication interaction process occurs between teachers and students. According to Usman (2002: 12), media can be said as something that is convincing messages and can stimulate thoughts and feelings so that it can encourage the learning process in itself.

Some of the references above can be concluded that the media are means used to channel information so that it can stimulate a person's thoughts, concerns or interests.

Musfiroh (2005: 115) stated that hand puppets are puppets made of cloth shaped to resemble faces and body shapes of various shapes with various types of traits that are played using the hand and moved using the fingers. Hand puppets are also a medium that can make children to have their own imagination.

According to Bachri (2005: 138), puppets are representative forms of many objects that are liked by children. Puppets can represent directly various objects that will be involved in the story. In addition, puppets also have a very strong appeal to children.

Some opinions above can be concluded that the media of hand puppets are puppets as imitation objects which are used to distribute information so that they can stimulate a person's thoughts, concerns or interests.

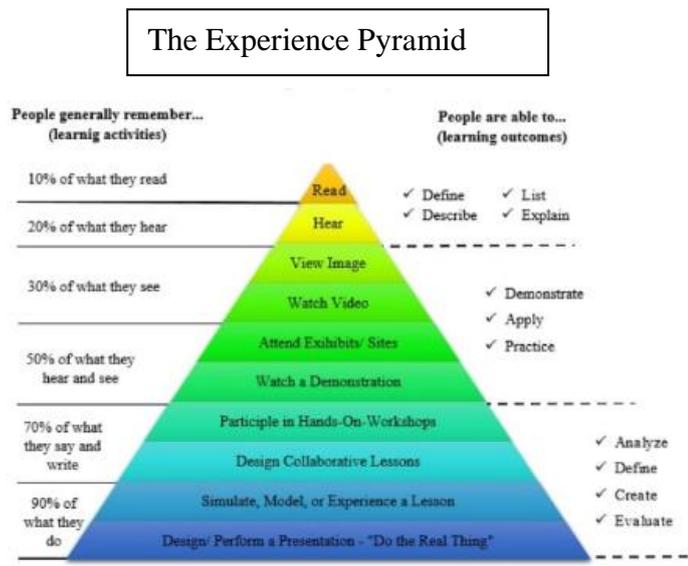
THE FRAMEWORK OF MEDIA APPLICATION

Early childhood learning that attracts children's interest is when educators are able to use the media well. This is in accordance with the expression of Suyanto (2003: 21). According to him, the advantage of learning media is that they attract the senses and attract interest because it is a combination of view,

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sound, and movement. The Computer Research and Publishing Institute, Computer Technology Research (CTR), stated that people are only able to remember 20% of what is seen, and 30% of what is heard but people can remember 50% of what is seen and heard and 80% of what is seen, heard, and done at once.

According to the pyramid theory, experience is described by Edgar Dale as follows:



Picture 1. The Experience Pyramid by Edgar Dale

According to the pyramid theory of experience, it can be concluded that a person's learning outcomes are obtained from direct or concrete experience, the reality that exists in one's life environment then through artificial objects, to verbal or abstract symbols. The more it gets to the top of the pyramid, the more abstract the media for delivering messages or information.

According to the experience pyramid of Edgar Dale, when children only see and listen to fairy tales, the success rate in learning reaches 30%, for example by verbal media (example: listening to audio) and visuals (only seeing hand puppet media, puppet pictures, doll puppets). If in learning we use the method of spinning in yarn with the communication between the listener and storyteller to be involved in a question and answer situation, the success rate of learning reaches 50%-70%. If children in learning with the spinning a yarn method try to play

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media in the spinning in yarn method, the child plays a role and the success rate in learning reaches 90%.

Edgar Dale's theory strengthening the use of media in learning is very important for students, and it can be concluded that the method of spinning a yarn with hand puppets media is very well used because these methods and media can help achieve maximum learning success.

METHODS

The methodology we used is a type of Classroom Action Research with 4 stages: planning, action, observation, and reflection. This aims to explain the increase in communication skills through spinning a yarn using hand puppets in children aged 4-5 years old at TK Kemala Bhayangkari 61 Pulung.

The participants in this study were a class teacher and Group A children with a total of 15 students. Data collection used included observation, interviews, and documentation. We used observations to determine the condition of children's communication skills and we used interviews to get detailed information in order to complement our research need. Our documentation carried out in order to obtain documentation was in the form of pictures/photographs and questionnaires to supplement our research data.

We analyzed our data in percentage using the formula proposed by Arikunto (2010: 32):

$$P = F / N \times 100\%$$

Information :

P = Percentage of activities

F = Frequency of activities carried out by children

N = The number of children in one class

100 = Percentage.

RESULTS AND DISCUSSION

Pre-Research Observation Results

The results of our pre-research observations conducted at TK Kemala Bhayangkari showed that the majority of children have difficulty communicating. There were only 20% of children who were able to master all aspects of children's communication skills. The children were passive when the teacher conducted the learning process. Some of these children have not been able to repeat simple sentences, ask correct sentences, answer questions according to questions, express feelings with adjectives (good, happy, naughty, stingy, kind, brave, good, bad, etc.), and mention known words.

There were some children (30%) difficult to control, did not pay attention to the lesson, did not concentrate and indifferent to the teacher when learning took place. This happens because the learning method used by the teacher is too monotonous, namely the lecture and question and answer method.

Cycle I Results

1. Planning

The things we prepared were coordinating the Daily Learning Implementation Plan (RPPH) which was adjusted to the themes and sub themes with the class teacher. The theme that we set was plants and the sub-theme was vegetables. The researcher also prepared a questionnaire that was used as a form of data collection from children. Besides, we prepared the interview sheet as a form of discussion of the success of the cycle.

2. Actions

In the first cycle of the first meeting, the teacher conducted the learning process by praying and singing. Then, the teacher taught according to RPPH and used the spinning a yarn method. From the results of our study, the children showed that the majority of students were not yet focused so the teacher gave several actions in the form of more interesting sounds in spinning a yarn, for example, turning down the sound, raising the voice and having various sounds of laughter. At this meeting the teacher discussed vegetables. The teacher explained many types of vegetables, the characteristics of vegetables from one another, and colors of vegetables. According to the

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pyramid theory, the media learning experience used by the teacher is at the point of visualizing (demonstration) which is estimated that the child's ability to remember only reaches 30%. Therefore, the results of the first cycle meeting of the first day of children who were able to master the 5 aspects of children's communication skills reached 20%.

In the first cycle of the second day of learning, it began with a few pats. Children formed a circle to ensure the child is comfortable and the teacher could get attention from various angles. On the second day of learning, the teacher took the theme of plants with the sub-theme of eating vegetables. The teacher gave a number of questions to the children so that the communication process interacted well, unconsciously children realizing were provoked to communicate with the teacher. In this lesson, the teacher explained the virtues and benefits of eating vegetables. By attracting children's imagination, children provided diverse answers in answering various teacher questions. Almost every point the teacher told contains a lot of meaningful moral messages with the teacher's language that is simple and easily understood. At this meeting, the position is (involved in discussion) so that in Edgar Dale's theory the child is able to remember learning reached 50%. In the first cycle of the second day, the number of children who were able to master the aspect of communication skills increased to 60%.

3. Observation

Of all the actions in the first cycle, the child's communication skills improved on the second day. The ability of children's to communicate especially includes the ability to repeat simple sentences, ask the correct sentence and answer according to questions. Apparently, this was different during pre-action, the majority of children were still unable to especially answer according to the question.

4. Reflection

From the results of our observations, there were some things that needed to be improved. In the first cycle, the majority of children have not been able to express feelings with adjectives and doubt in mentioning known words. Some children also lacked confidence in answering questions. From the results of

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interviews and discussions with the teacher, we improved it in the second cycle.

The following is the documentation of cycle I activities:



Picture 2. Documentation of cycle I



Picture 3. Documentation of cycle I

Results Of Cycle II

1. Planning

The things we prepared were coordinating the RPPH which was adjusted to the theme and sub theme with the class teacher. The theme we took was the theme of plants with sub-theme of fruits. The researchers also prepared a questionnaire that was used as a form of data collection from children. Besides, we prepared the interview sheet as a form of discussion of the success of the cycle.

2. Action

In the second cycle of the first meeting, learning was carried out in accordance with the interests of the child and children's choices were aimed at the park or playground. Therefore, learning with spinning in yarn method was carried out in the playground with the aim to provide a new atmosphere that is in accordance with the child's mood. At the first meeting in cycle II, the teacher told stories about the types of fruits. In order to get maximum results by improving the first cycle, in the learning process the teacher interacted a lot of questions and answers and children were given many opportunities to express their opinions. Thus, the experience pyramid of Edgar Dale's media in learning is at the point (presenting) so that the success rate of learning and what the child remembers reached 70%. In the first cycle of the first meeting, the child's communication skills increased. 73.3% of children were able to master all aspects of children's communication skills.

In the second cycle of the second day, the teacher explained the benefits of eating fruits. With so many media that support and the ability of teachers to attract the attention of children, this recent learning attracted children's attention. Children were given the opportunity to imagine by expressing their opinions. Children were also given the opportunity to try to spin a yarn and act as teachers or storytellers. In this study, the majority of children were active in responding to the teacher during the learning process. At this meeting, the child's memory of learning reached 90%. this is consistent with the pyramid theory of Edgar Dale's experience. Therefore, children's communication skills

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continued to increase, 86.6% of children were able to master all aspects of children's communication skills.

3. Observation

Of all the actions in the second cycle, the child's communication skills increased dramatically. This is shown from the ability of children who 80% have been able to repeat simple sentences, ask the correct sentence, answer questions according to questions, express feelings with adjectives (good, happy, naughty, stingy, kind, brave, good, bad, etc.), and mention known words. And the rest are able to do 2-3 points including repeating simple sentences, answering questions according to questions and asking with the correct sentence.

4. Reflection

Based on the results of observations in the second cycle, there were many improvements in children's communication skills. This was seen during the learning process, there were communication interactions, questions and answers, and the ability of children to show their ability to play roles. Overall children were able to master at least 3 aspects of communication skills. And 80% of children were able to master 4-5 aspects of communication abilities of children aged 4-5 years according to our research questionnaire.

The following is the documentation of cycle II actions:



Picture 4. Documentation of Cycle II

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Picture 5. Documentation of Cycle II

After the actions in the first cycle and second cycle, it can be explained that the use of spinning a yarn method with hand puppets could improve the ability to communicate of early childhood aged 4-5 years. This needs interesting media supports. In accordance with the theory of the pyramid experience put forward by Edgar Dale that the use of good media and the interaction of communication with children will have a better impact. Therefore, the learning success is more maximal and the percentage that children remember is also large.

When learning used the spinning a yarn method and children were only as viewers and listeners, the percentage of learning that children remember reached 30%. When there were interactions in the form of communication such as question and answer and discussion, the child's success in remembering reached 50%. Meanwhile, when teachers told stories by providing stimulation to communicate improved by playing roles, telling stories, and giving arguments, and therefore the success rate of children in remembering the learning reached 90%.

It can be concluded in the first cycle of the first and second meeting, children who were able to master all aspects of communication skills were from 20% to 40%. And in cycle II, of the five aspects of communication skills of children aged 4-5 years on our questionnaire, there was an increase from 73.3% to 86.6%. Overall, it can be concluded that children's communication skills have

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increased from cycle I to cycle II. The number of children who were able to master all aspects of communication ability reached 40% in the first cycle and 80% in the second cycle.

This is in accordance with research conducted by Rowiyah et al. in his study entitled "Efforts to Improve Speaking Ability by Picture Series Media of the Students in B1 Group at Bustanul Athfal Aisyiyah Keniten Ponorogo in Academic Year 2017-2018". The use of series images in the use of media learning could improve children's ability to recognize verbs and nouns, recognize simple sentence structures, and understand the meaning of words. Art images media can be developed in learning and can be conveyed to students through spinning a yarn method.

CONCLUSION

The teacher is very influential on the development of children's communication skills. This is because the teacher is able to stimulate during the learning process and also through daily habituation. The learning process that uses media is much more interesting to children so that learning objectives can be achieved optimally. Curiosity and interest will divert the concentration of children so that children are more focused on ongoing learning. It is in accordance with the pyramid theory of experience expressed by a scientist named Edgar Dale that the more concrete/tangible the media used in learning and the existence of tangible activities, the more it is attached in the child's memory. Based on the class action research conducted in cycle I and cycle II and all the results of the analysis and discussion that has been carried out, it can be concluded that applying the method of spinning a yarn with hand puppets could improve communication skills of children aged 4-5 years at TK Kemala Bhayangkari 61 Pulung from pre-action 20% of children were able to master all aspects of communication skills, cycle I reached 40% and cycle II reached 80%. Therefore, the use of appropriate methods and media such as spinning a yarn method with hand puppet media can be used as a support for the achievement of a learning goal especially in improving communication skills in children.

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