

Improving Verbal Linguistic Intelligence through The Picture Story Reading Method

Abdul Karim

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
abdulkarim@uinkhas.ac.id

Istifadah

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
isti68rosyadi@gmail.com

Alfianti Sholehani

Taman Kanak-Kanak Dewi Masyitoh Balung
alfiantisholehani4@gmail.com

Abstract

Good linguistic verbal intelligence can help children develop speaking skills in front of others. And that will undoubtedly make interacting with the people around him easy. One way to create it is by using storytelling with pictures for children. This research is a case study conducted in a kindergarten in East Java, Indonesia. Researchers collect information using observation, interviews, and documentation. This study analyzes data by reducing, presenting, and concluding. Source and method triangulation is used to verify the correctness of the data. The results of this study are: (1) Planning for learning verbal-linguistic intelligence for children through the picture story method has been carried out through the preparation of semester, weekly, and even daily learning tools. (2) Implementation of verbal-linguistic intelligence learning with the picture story method can produce experiences more binding on children's active participation in class. This method is also proven to help students develop verbal-linguistic skills through understanding stories and mastering new vocabulary. c) evaluation of learning with the picture story method through making checklists, Likert scale questionnaires, and retelling activities. These techniques can simultaneously function as an assessment or diagnostic tool for verbal-linguistic abilities in children.

Keywords: *early childhood, picture story method, verbal linguistics intelligence*

Abstrak

Kecerdasan verbal linguistik yang baik dapat membantu anak mengembangkan keterampilan berbicara di depan orang lain. Dan hal itu tentunya akan memudahkan untuk berinteraksi dengan orang-orang disekitarnya. Salah satu cara untuk mengembangkannya adalah dengan menggunakan metode bercerita bergambar untuk anak. Penelitian ini merupakan studi kasus yang dilakukan di sebuah taman kanak-kanak di Jawa Timur, Indonesia. Peneliti mengumpulkan informasi dengan menggunakan observasi, wawancara, dan dokumentasi. Penelitian ini menganalisis data dengan cara mereduksi, menyajikan, dan menyimpulkan. Triangulasi sumber dan triangulasi metode digunakan untuk memverifikasi kebenaran data. Hasil penelitian ini adalah: (1) Perencanaan pembelajaran kecerdasan linguistik verbal untuk anak melalui metode cerita bergambar telah dilaksanakan melalui penyusunan perangkat pembelajaran semester, mingguan, bahkan harian. (2) Penerapan pembelajaran kecerdasan linguistik verbal dengan metode cerita bergambar dapat menghasilkan pengalaman yang lebih mengikat partisipasi aktif anak di kelas. Metode ini juga terbukti membantu siswa mengembangkan keterampilan linguistik verbal melalui pemahaman cerita dan penguasaan kosa kata baru. c) evaluasi pembelajaran dengan metode cerita bergambar melalui pembuatan daftar periksa, angket skala Likert, dan kegiatan menceritakan kembali. Teknik-teknik tersebut sekaligus dapat berfungsi sebagai asesmen atau alat diagnostik kemampuan linguistik verbal pada anak

Keywords: *anak usia dini, metode bercerita dengan gambar, kemampuan verbal linguistik*

A. Introduction

Early childhood development from 1 to 5 years is a period of extraordinary growth and learning. This time is marked by increased motor skills developing rapidly: the baby learns to grab and hold, sit, stand, walk, and chew and talk. Motor behavior is based on spontaneous movements and patterns of activity, which is an essential role of neural networks.¹ The development of students' competence in kindergarten needs to be maximally developed by all educators. The potential that children have varies from developing quickly and slow potential growth.

Early childhood education builds the foundation for growth by adhering to the specific developmental phases of the corresponding age group. Language development in early life considerably increases fundamental skill

¹ Wiwik Fatmawati et al., "Peningkatan Kemampuan Motorik Kasar Anak Melalui Permainan Engklek Di Raudlotul Athfal Hasyim Asyari Puger," *PRESCHOOL: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (June 2022): 25–36, <https://doi.org/10.35719/PRESCHOOL.V3I1.41>.

acquisition. Early childhood language development assists parents and educators in enhancing children's linguistic abilities.²

The children's competence consists of five competencies: basic language competence, basic habituation competence, basic cognitive competence, basic physical motor competence, and basic art competence. Following Howard Gardner's view on the students, multiple intelligences need to be developed, namely logical-mathematical ability, language ability, Music, physical, visual, natural, interpersonal, and intrapersonal skills. The ability to use words, meaning words, vocabulary, and explain to convince others of something is minimal. However, expressing disappointment and joy can already be done with oral and body language keywords: verbal linguistics, pictorial story method, and learners.³

It is explained in the Kemendikbud Regulation No. 146 of 2014 concerning early childhood education curriculum stipulates "the structure of the early childhood curriculum contains development programs that include: religious and moral values, physical-motor, cognitive, language, social-emotional and art. Language Development Program, as referred to in Paragraph (1), the language includes the embodiment of the atmosphere for the development of emotional maturity in the context of play."⁴ It is essential to develop the ability in early childhood, as in this study related to verbal-linguistic development.

A person's sensitivity to word sound, structure, meaning, and language functions indicates verbal-linguistic intelligence in basic language competency. Children who have this intelligence tend to like and be effective in terms of oral and written communication making up stories, discussing and debating following a problem, learning foreign languages, playing language games, reading with high understanding, easy to remember other people's speech, not easy to miswrite or misspell, good at making jokes, good at making poetry, precise in grammar, rich vocabulary, and writing. According to Howard Gardner, children's multiple intelligences are identified through observation of behavior, actions, the tendency to act, children's sensitivity to something, prominent abilities, spontaneous reactions, attitudes, and fun.⁵

Good linguistic verbal intelligence also affects one's disposition. This intelligence is decisive when a person speaks in public. Educators need to train their students to appear confident when speaking in public. Educators

² Aisyah Isna, "PERKEMBANGAN BAHASA ANAK USIA DINI," *Al Athfal: Jurnal Kajian Perkembangan Anak Dan Manajemen Pendidikan Usia Dini* 2, no. 1 (December 31, 2019): 62, https://doi.org/10.52484/AL_ATHFAL.V2I1.140.

³ Pangung Sutapa, *Aktivitas Fisik Motorik Dan Pengembangan Kecerdasan Majemuk Usia Dini* (Yogyakarta: PT Kanisius, 2018). 75.

⁴ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014, *Tentang Kurikulum 2013 Pendidikan Anak Usia Dini* (Jakarta: Kemendikbud, 2014). 5.

⁵ Tadkiroatun Musfiroh, *Kegiatan Belajar 2 Kecerdasan Majemuk (Multiple Intelligences) Pada Anak Usia Dini* (Jakarta: Universitas Terbuka, 2014). 13.

can include their students in singing competitions, reading stories and poetry, or allowing each student to sing or read in front of the class. Children with high linguistic verbal intelligence will also find it easier to learn other languages, especially in oral form.⁶

Children who are intelligent in verbal linguistics can understand the power of changing the state of mind and conveying information; children with linguistic intelligence may also master the ability to read and write. Linguistic intelligence is a type of multiple intelligence related to the ability to use language systems to communicate effectively through words or the ability to think in the form of words and use language to express and appreciate complex meanings. Linguistic verbal intelligence in children can show the extent of logical thinking skills. So, an intelligent child in linguistics has good speaking skills and efficiency.⁷

Children require language-verbal intelligence; hence they require effective learning strategies. Storytelling helps children acquire language skills. Children like language learning through storytelling. Learning technologies may make storytelling enjoyable for educators. Children are engaged and better able to articulate the storyline of a story when told through media. The truth can be depicted in media-illustrated storybooks.⁸ The storytelling method has similarities to the lecture method. It is said so because the teacher or educator provides information or explanation orally to their students.⁹

Storytelling is a method developed by conveying stories to children. The story delivered by the teacher in the classroom is a story that contains wisdom or lessons taught at the time the story is born. So that children more easily understand the delivery of the story method.¹⁰ Madyawati said that storytelling is an oral activity in which a person uses a tool to convey a message, piece of information, or a fable in the form of a letter, amount of

⁶ Lilis Madyawati, *Strategi Pengembangan Bahasa Pada Anak*, (Jakarta: Kencana, 2016). 128.

⁷ Tisna Umi Hanifah, *Pemanfaatan Media Pop-Up Book Berbasis Tematik Untuk Meningkatkan Kecerdasan Verbal-Linguistik Anak Usia 4-5 Tahun (Studi Eksperimen Di TK Negeri Pembina Bulu Temanggung)* (Semarang: Skripsi: Universitas Negeri Semarang, 2014). 49.

⁸ Rosita Dewi, Siti Wahyuningsih, and Novita Eka Nurjannah, "METODE BERCERITA UNTUK MENINGKATKAN KECERDASAN LINGUISTIK ANAK USIA 4-5 TAHUN," *Kumara Cendekia* 7, no. 4 (December 9, 2019): 355, <https://doi.org/10.20961/KC.V7I4.32092>.

⁹ Ferdian Utama Nur Tanfidiyah, "Mengembangkan Kecerdasan Linguistik Anak Usia Dini Melalui Metode Cerita Golden Age," *GOLDEN AGE Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 4, no. 3 (2019): 15, <https://doi.org/10.14421/goldenage.2019.43-02>.

¹⁰ Sutiah Sutiah and Andri Hardiyana, "Penerapan Metode Cerita Bergambar Dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini Di Kelompok A TKIT Noor Hidayah Klungenan Kabupaten Cirebon," *Hadlonah : Jurnal Pendidikan Dan Pengasuhan Anak* 1, no. 2 (August 31, 2020): 152, <https://doi.org/10.47453/HADLONAH.V1I2.179>.

data, or an entertaining narrative. Storytelling in early childhood education can help develop a child's cognitive abilities.¹¹

According to Kalogiannakis, Michail, Georgia-Marina Nirgianaki, and Stamatios Papadakis, stories can enrich children's content-specific vocabulary and provide authentic opportunities to review words, letters, and sounds.¹² Meanwhile, according to Isbell et al., storytelling activities can help children broaden their understanding and recognition of story elements in a story.¹³

To attract children's learning interest in language development, using picture stories can be an appropriate strategy so that children can be more enthusiastic about improving their language skills. The picture story method activities implemented are proven to create an exciting and unique atmosphere compared to other activities.

B. Method

The research method is a way to solve problems or develop knowledge by using systematic and logical scientific steps. This study uses a qualitative research approach. Qualitative research intends to understand the phenomena experienced by research subjects. In addition, the type of research used is a case study. Case studies are interpreted as an in-depth, detailed, and detailed investigation or examination process of the teacher's activities. This research was conducted at a kindergarten in Jember City, East Java, Indonesia, and focused on issues related to the development of students' language skills using the picture story reading method.

There are several reasons why researchers are interested in conducting research at the chosen institution. Among them are as follows: First, there are learning activities that develop verbal-linguistic intelligence from an early age by using the picture story method. Second, based on the results of preliminary observations, it was found that children use the local language/mother-tongue more often than Indonesian. For this reason, the teacher makes efforts to make children able to change children's verbal language skills, namely using the Picture Story Reading method.

The research data were collected using techniques including observation, interviews, and documentation. The data were analyzed using the model of Miles, Huberman, and Saldana, which includes the data condensation, data

¹¹ Madyawati, *Strategi Pengembangan Bahasa Pada Anak*. 162.

¹² Michail Kalogiannakis, Georgia-Marina Nirgianaki, and Stamatios Papadakis, "Teaching Magnetism to Preschool Children: The Effectiveness of Picture Story Reading," *Early Childhood Education Journal* 46, no. 5 (2018): 535–546, <https://doi.org/https://doi.org/10.1007/s10643-017-0884-4>.

¹³ Rebecca Isbell et al., "The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children," *Early Childhood Education Journal* 32, no. 3 (2004): 157–163, <https://doi.org/https://doi.org/10.1023/B:ECEJ.0000048967.94189.a3>.

display, data analysis, and conclusion. At the same time, the data validity was examined using two types of triangulation: source and technique.

C. Results and Discussion of Findings

The next step is displaying the result and then discussing and interpreting the data according to existing theories relevant to this research topic. The discussion of this study is as follows:

1. Planning the Linguistic Verbal Intelligence Learning through Picture Story Reading

A learning plan helps teachers to focus and organize all the learning activities. The learning plan provides a daily, weekly, or monthly learning scenario. Thus, the teacher's efforts to accommodate students' needs. Planning includes selecting and developing the best actions to attain the goal. Based on this principle, planning means achieving goals. In this situation, planning will involve teachers' pre-method planning.

According to Howard Gardner, linguistic verbal intelligence learning planning for kindergarteners develops intellectual and child skills through language. Oral helps youngsters develop thoughts, expressions, imagination, and feelings.¹⁴

Based on the observation result, the teacher planned by preparing a series of lessons for annual programs, semester programs, syllabus, and daily learning implementation plan. The teacher designed group-learning classes and prepared the tools for storytelling activities, such as various storybooks with pictures. The teacher's efforts in planning media and actions are crucial for smoothly implementing storytelling activities. The teacher also involves other teachers in planning storytelling activities with pictures to provide suggestions and input.

Ambarwati and Karim stated that teachers should plan to learn well. The learning plan is intended to improve classroom learning by teachers. The media-illustrated number card should improve teachers' learning planning. Learning planning will also enhance learning quality. Thus, Lesson Planning can be used to achieve high-quality learning.¹⁵

To produce a fun picture-telling activity, the teacher designs a semester program that contains various elements that must be completed. Among them are topics, areas of growth, level of achievement of development, and indicators sequentially. As was found when the observations and interviews were conducted, the teacher compiled a

¹⁴ Sri Rahayu, *Pengembangan Bahasa Pada Anak Usia Dini* (Yogyakarta: Kalimedia, 2017). 107.

¹⁵ Debi Ambarwati and Abdul Karim, "Pengembangan Kemampuan Kognitif Anak Usia Dini Dalam Mengenal Angka Melalui Media Kartu Angka Bergambar," *PRESCHOOL: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (June 29, 2022): 42, <https://doi.org/10.35719/preschool.v3i1.40>.

semester program with a learning approach based on the level of child development. Preparation of semester planning documents is also essential for setting goals and creating weekly and daily learning programs, which contain more detailed elements, such as time allocation, types of facilities, types of media, and so on.

2. Implementing verbal-linguistic intelligence learning through the picture story reading

The implementation of this lesson describes the process of implementing picture story reading activities in class, which involves the teacher and students. The most important thing at this stage is the interaction and involvement between the teacher and students. To carry out the daily lesson plans that have been set, the teacher can start the implementation activities with the preparatory stage first.

Implementation of learning that aims to develop verbal-linguistic intelligence through the picture story method begins with a session in which the teacher first prepares children to take part in classroom learning by disciplining each student so that the classroom atmosphere is conducive to learning at school. In the end, the children, one by one, come forward to tell a story, as exemplified by the teacher.

Empirical data in the field obtained from observations and interviews related to implementing the development of verbal-linguistic intelligence through the picture story method showed that the student's responses were excellent and enthusiastic. Teachers can also provide adequate materials to support the need for storytelling activities in class.

The implementation of the storytelling activity with pictures that was carried out included the following steps:

- a) The teacher invites the children to sit together in a circular formation or gather in front of the teacher;
- b) Warming-up session: yelling, singing, or introduction;
- c) The teacher begins by starting a story or with a riddle about a story title or one of the story characters but has yet to show any pictures. It is to provoke the attention and curiosity of students;
- d) When students are ready, it is marked by an orderly attitude and willingness to listen to the teacher well. It is at this time that the teacher begins to show a picture or illustration at the beginning of the picture storybook;
- e) The teacher continues the story part by part while showing illustrated pictures, or it could be a picture storybook. The more varied images and illustrations combined with colors, the better. Each photograph can describe a series of particular cycles or a specific plot in the story. Often the teacher conveying a picture story is accompanied by showing expressive and convincing facial expressions;

- f) The teacher invites students to interact by throwing an interrogative sentence tone while reading the story until it's over;
- g) When the story ends, the teacher asks questions related to the storyline. Children can also be invited to retell stories in picture storybooks before other friends.

From the data above, after being analyzed by combining theory with findings in the field, it can be said that the application of the picture storytelling method for the development of verbal-linguistic intelligence of students has been carried out concerning the previously planned stages and outlined in the daily learning activity plan document. One positive thing that can be taken is that, in practice, students are always prepared in advance so that the classroom atmosphere is conducive. In addition, each child is challenged to come forward one by one in front of other students to retell the story that was just read according to what the teacher has exemplified, but they are allowed to present it according to their way.

What is implemented in the activity of reading picture stories supports the achievement of active involvement of students, which has a good impact on them. The definition of involvement can include all energetic and positive interactions in children with adults, peers, and material in the context of their development.¹⁶ As stated by Piaget, children can acquire concepts through active involvement and interaction with their environment and build their own knowledge through their exploration.¹⁷

In this regard, Crawford, as cited by McMahon et al., also argued that children could learn through active involvement by building their knowledge based on what the world around them is, not just by imitating adults or learning rote.¹⁸ In this case, one of the active involvement is what happens in the classroom. Reading picture stories can support the active involvement of children in joint exercises in school, which is suitable for developing their verbal-linguistic intelligence.

3. Evaluating Verbal Linguistic Intelligence Learning through the Picture Story Reading

¹⁶ Vera Coelho, Joana Cadima, and Ana Isabel Pinto, "Child Engagement in Inclusive Preschools: Contributions of Classroom Quality and Activity Setting," *Early Childhood Research Quarterly* 32 (2015): 1–12, <https://doi.org/https://doi.org/10.1080/10409289.2019.1591046>.

¹⁷ Jean Piaget, *Play, Dreams and Imitation in Childhood*, 1st ed. (London: Routledge, 1958), <https://doi.org/https://doi.org/10.4324/9781315009698>.

¹⁸ Patricia A. Crawford, "Early Literacy: Emerging Perspectives," *Journal of Research in Childhood Education* 10, no. 1 (1995): 71–86, <https://doi.org/https://doi.org/10.1080/02568549509594689>; Rebecca McMahon, Mark G. Richmond, and Carolyn Reeves-kazelskis, "Relationships Between Kindergarten Teachers' Perceptions of Literacy Acquisition and Children's Literacy Involvement and Classroom Materials," *The Journal of Educational Research* 91, no. 3 (1998): 173–82, <https://doi.org/https://doi.org/10.1080/00220679809597538>.

Evaluation is defined as an assessment.¹⁹ Evaluation is the process of determining the value of a thing or object based on specific references to determine specific goals. In companies, evaluation can be interpreted as measuring the strategy's effectiveness in achieving company goals.²⁰ The data obtained from the measurement results will be used to analyze the following program situation.²¹

Theoretically, evaluation can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performances, processes, people, objects, and others) where the evaluation is intended that is the process to determine the value of learning and learning carried out through assessment or measurement of education and learning.²² Thus, this learning evaluation is carried out by the teacher to measure the extent to which students carry out mastery and learning during the learning process after previously conducting an assessment. Thus, the teacher makes a prior assessment of the learning process, and the evaluation results will be evaluated to determine whether it is following the purpose of the learning.²³ With this evaluation, teachers, students, and parents can find out the extent of success achieved during the learning activities. If the conditions under which students get satisfactory grades, it will have an impact in the form of a stimulus or motivator to improve their achievements further. However, in conditions where the results achieved are not less satisfactory, the students will try to enhance learning activities and provide positive stimulus from teachers/teachers so that students feel safe.²⁴

The evaluation process carried out in learning verbal-linguistic intelligence through the pictorial story method includes the following steps:

- a) The teacher uses simple dialogue, where the teacher can invite children to discuss by asking again in turn about the story that has just been read;
- b) The teacher can use demonstrations. The teacher challenges one or several children to come forward to tell anything related to the story. They can also mention whatever they remember from the story they heard.
- c) The teacher monitors the development of each child from the beginning of the activity to the end, regarding how they respond, take

¹⁹ Jerryl L Curtis, Dan B; Floyd, James J.; Winsor, *Komunikasi Bisnis Dan Profesional* (Bandung: PT. Remaja Rosdakarya, 1996). 414.

²⁰ Tom Duncan, *Principle Of Advertising and IMC* (New York: McGrawHill, 2005). 22.

²¹ Husein Umar, *Evaluasi Kinerja Perusahaan* (Jakarta: Gramedia Pustaka Utama, 2002). 99.

²² IDRUS L, "Evaluasi Dalam Proses Pembelajaran," *Adaara: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (August 1, 2019): 922, <https://doi.org/10.35673/AJMPL.V9I2.427>.

²³ Haryonto, *Evaluasi Pembelajaran (Konsep Dan Manajemen)* (Yogyakarta: UNY Press, 2020). 66.

²⁴ Idrus L, "EVALUASI DALAM PROSES PEMBELAJARAN." 922.

the initiative, participate, and perceive the story being told in the classroom.

Based on the observation results, it was found that the evaluation process was carried out well. The teacher can provide an assessment using a checklist model in a code (A, B, or C) or a numerical scale questionnaire (1-5) to assess the child's progress in the activity. The teacher also asks for keywords related to the story that has just been heard and illustrated to the children. This activity will help children retell the stories they hear or summarize the reports they understand based on the clues, both pictures and terms/words.

A study by Isbell et al. attempted to examine storytelling and story-reading activities. The study suggests that both produce positive benefits in children's mastery of spoken language. However, differences appeared between the two groups. It was found that young children who listened to stories showed increased story comprehension through retelling activities. In comparison, children who read stories experience an increase in the complexity of their language.²⁵ According to Morrow, a child's ability to remember precisely a fact, detail, cause-and-effect relationship, or sequence of events can be diagnosed through retelling activities.²⁶

D. Conclusion

Based on the overall results of the explanation above, it can be concluded as follows: (1) linguistic verbal intelligence learning planning for children through the picture story method has been carried out through the preparation of semester, weekly, and even daily learning tools. (2) The implementation of verbal-linguistic intelligence learning with the picture story method can produce experiences that are more binding on children's active participation in the classroom. This method is also proven to help students develop their verbal-linguistic skills through understanding stories and mastering new vocabulary. c) evaluation of learning using the picture story method through making checklists, Likert scale questionnaires, and retelling activities. These techniques can simultaneously function as an assessment or diagnostic tool for linguistic verbal abilities in children.

References

- Aisyah Isna. "PERKEMBANGAN BAHASA ANAK USIA DINI." *Al Athfal : Jurnal Kajian Perkembangan Anak Dan Manajemen Pendidikan Usia Dini* 2, no. 1 (December 2019): 62–69.

²⁵ Isbell et al., "The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children."

²⁶ Lesley Mandel Morrow, "Retelling Stories as a Diagnostic Tool," in *Reexamining Reading Diagnosis: New Trends and Procedures.*, 1988, 128–49.

- https://doi.org/10.52484/AL_ATHFAL.V2I1.140.
- Ambarwati, Debi, and Abdul Karim. "Pengembangan Kemampuan Kognitif Anak Usia Dini Dalam Mengenal Angka Melalui Media Kartu Angka Bergambar." *PRESCHOOL: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (June 2022): 37–48. <https://doi.org/10.35719/preschool.v3i1.40>.
- Coelho, Vera, Joana Cadima, and Ana Isabel Pinto. "Child Engagement in Inclusive Preschools: Contributions of Classroom Quality and Activity Setting." *Early Childhood Research Quarterly* 32 (2015): 1–12. <https://doi.org/https://doi.org/10.1080/10409289.2019.1591046>.
- Crawford, Patricia A. "Early Literacy: Emerging Perspectives." *Journal of Research in Childhood Education* 10, no. 1 (1995): 71–86. <https://doi.org/https://doi.org/10.1080/02568549509594689>.
- Curtis, Dan B; Floyd, James J.; Winsor, Jerryl L. *Komunikasi Bisnis Dan Profesional*. Bandung: PT. Remaja Rosdakarya, 1996.
- Dewi, Rosita, Siti Wahyuningsih, and Novita Eka Nurjannah. "METODE BERCERITA UNTUK MENINGKATKAN KECERDASAN LINGUISTIK ANAK USIA 4-5 TAHUN." *Kumara Cendekia* 7, no. 4 (December 2019): 352–68. <https://doi.org/10.20961/KC.V7I4.32092>.
- Fatmawati, Wiwik, Syamsi Rega, Virgi Wulandari, and Abdul Karim. "Peningkatan Kemampuan Motorik Kasar Anak Melalui Permainan Engklek Di Raudlotul Athfal Hasyim Asyari Puger." *PRESCHOOL: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (June 2022): 25–36. <https://doi.org/10.35719/PRESCHOOL.V3I1.41>.
- Haryonto. *Evaluasi Pembelajaran (Konsep Dan Manajemen)*. Yogyakarta: UNY Press, 2020.
- Husein Umar. *Evaluasi Kinerja Perusahaan*. Jakarta: Gramedia Pustaka Utama, 2002.
- Isbell, Rebecca, Joseph Sobol, Liane Lindauer, and April Lowrance. "The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children." *Early Childhood Education Journal* 32, no. 3 (2004): 157–163. <https://doi.org/https://doi.org/10.1023/B:ECEJ.0000048967.94189.a3>.
- Kalogiannakis, Michail, Georgia-Marina Nirgianaki, and Stamatios Papadakis. "Teaching Magnetism to Preschool Children: The Effectiveness of Picture Story Reading." *Early Childhood Education Journal* 46, no. 5 (2018): 535–546. <https://doi.org/https://doi.org/10.1007/s10643-017-0884-4>.
- L, IDRUS. "EVALUASI DALAM PROSES PEMBELAJARAN." *Adaara: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (August 2019): 922. <https://doi.org/10.35673/AJMPI.V9I2.427>.
- Madyawati, Lilis. *Strategi Pengembangan Bahasa Pada Anak*. Jakarta: Kencana Prenada Media Group, 2016.
- McMahon, Rebecca, Mark G. Richmond, and Carolyn Reeves-kazelskis. "Relationships Between Kindergarten Teachers' Perceptions of Literacy Acquisition and Children's Literacy Involvement and Classroom

- Materials.” *The Journal of Educational Research* 91, no. 3 (1998): 173–82.
<https://doi.org/https://doi.org/10.1080/00220679809597538>.
- Morrow, Lesley Mandel. “Retelling Stories as a Diagnostic Tool.” In *Reexamining Reading Diagnosis: New Trends and Procedures.*, 128–49, 1988.
- Nur Tanfidiyah, Ferdian Utama. “Mengembangkan Kecerdasan Linguistik Anak Usia Dini Melalui Metode Cerita Golden Age.” *GOLDEN AGE Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 4, no. 3 (2019): 15.
<https://doi.org/10.14421/goldenage.2019.43-02>.
- Panggung Sutapa. *Aktivitas Fisik Motorik Dan Pengembangan Kecerdasan Majemuk Usia Dini*. Yogyakarta: PT Kanisius, 2018.
- Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014. *Tentang Kurikulum 2013 Pendidikan Anak Usia Dini*. Jakarta: Kemendikbud, 2014.
- Piaget, Jean. *Play, Dreams and Imitation in Childhood*. 1st ed. London: Routledge, 1958.
<https://doi.org/https://doi.org/10.4324/9781315009698>.
- Sri Rahayu. *Pengembangan Bahasa Pada Anak Usia Dini*. Yogyakarta: Kalimedia, 2017.
- Sutiah, Sutiah, and Andri Hardiyana. “Penerapan Metode Cerita Bergambar Dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini Di Kelompok A TKIT Noor Hidayah Klenganan Kabupaten Cirebon.” *Hadlonah: Jurnal Pendidikan Dan Pengasuhan Anak* 1, no. 2 (August 2020): 152 – 167–152 – 167.
<https://doi.org/10.47453/HADLONAH.V1I2.179>.
- Tadkiroatun Musfiroh. *Kegiatan Belajar 2 Kecerdasan Majemuk (Multiple Intelligences) Pada Anak Usia Dini*. Jakarta: Universitas Terbuka, 2014.
- Tisna Umi Hanifah. *Pemanfaatan Media Pop-Up Book Berbasis Tematik Untuk Meningkatkan Kecerdasan Verbal-Linguistik Anak Usia 4-5 Tahun (Studi Eksperimen Di TK Negeri Pembina Bulu Temanggung)*. Semarang: Skripsi: Universitas Negeri Semarang, 2014.
- Tom Duncan. *Principle Of Advertising and IMC*. New York: , McGrawHill, 2005.