



The Implementation of Pictured Story in Expressive Language Competence of Students Group B BA Aisiyah Ngalas 1 Klaten

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Abstract. Language plays an important role in human life in general, and in communication in particular. Bromley explained that speaking ability is an expression of words. There are receptive (understood and accepted) and expressive (concrete) expressions. Children who speak includes in the category of Expressive Language Skills. Children's language development is an initiative to improve the communication ability using words according to the situation the children involves. Language development aspect is one important aspects of child development. Language allows children to understand words and sentences, understand the relationship between spoken and written language, and be able to communicate with others. Language learning methods for children are adapted to the children's needs and abilities to receive them. Learning can be done using different learning models. One way to stimulate children's expressive language is using picture stories. This research was conducted in class B, BA Aisiyah Ngalas 1 in 2022/2023 Academic Year. The research subjects consisted of 13 students consisting of 8 boys and 5 girls. The purpose of this study was to explain how the application of picture stories influenced the expressive language skills of children at BA Aisiyah Ngalas 1 group B. It was a qualitative study. In this study, interview, observation, and document techniques were used to collect data. Results showed that the implementation of picture stories to expressive language, children can develop them well based on their age. Of the result, it is suggested that it is necessary to increase or collect more interesting picture story books so that children are more interested in reading them.

Keywords: Early childhood · Picture Story · Expressive Language

1 Introduction

Early childhood education is basic education for children's life. Early childhood education is not only imparting knowledge but also builds character and prepares children for the next level of education. Stimulation therefore, in early childhood must be in accordance with the concept of child development. Aspects of early childhood development

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include moral and religious values, social-emotional, language, cognitive, artistic and physical-motor, both gross and subtle. All aspects of child development can be stimulated through learning activities. Early childhood education is a means to find and to develop various children's potentials so that they can develop optimally [1].

The world of early childhood is a world full of curiosity about everything around them, usually they are so eager to explore knowledge about things related to their natural surroundings (Imaduddin, m (2017, may). An important aspect of child development is language development, because language allows children to understand words and sentences and to understand the relationship between spoken and written language before reading from an early age. According to the Ministry of National Education, language is basically the regular expression of human thoughts and feelings, using sound as a tool According to the Ministry of National Education, language is basically the regular expression of human thoughts and feelings, using sound as a tool [2]. Harun Rasyid & Suratno (in Setyawan, 2016: 95) states that language is a free structure and meaning to use as a sign indicating a purpose. Language skills are very important for children because language has a major impact on the growth and development of children as adults [3].

Development is a process towards maturity in living things that is qualitative in nature, meaning that it cannot be expressed in numbers but can be observed with the eyes. One important aspect of development is language development. Language is a very important means of communication in human life because it functions not only as a means of expressing thoughts and feelings of other people, but also as a means of understanding the feelings and thoughts of others. Language plays an important role in human life in general and in communication activities in particular. As Laird said, that there is no humanity without language and no civilization without spoken language, people think not only with their brains, but also with their emotions and need language as a tool to express their mind. Other people will not be able to understand the results of our thoughts unless it is expressed in language both orally and in writing.

Childhood is the best time to develop language. For early childhood is a golden period where stimulation is needed at this time [4]. In line with children's growth and development, their language products are also increasing in quantity, scope and complexity. Children gradually move from realization to self-realization through communication, which also changes from communication through gestures to language. Children's language development is an initiative to improve their ability to communicate with words according to the situation where the child is. The development of children's language skills is essentially a program of ability to think logically, systematically and analytically, using language as a means to express thoughts [4].

Early childhood is generally able to develop speaking skills through dialogue to captivate others. They can use language in many ways, such as asking questions, having conversation and singing. From the age of 2, children show an interest in naming objects. This interest continues to grow with age and also explains an increasing vocabulary of terms. With a vocabulary they master, they are able to communicate with the wider environment [5]. The best time to develop language is during childhood, because it is time when children have the most rapid development and growth phase. The golden age,

is the best moment in their age to grow. At that time the physical, motor, intellectual, emotional, language and social development grow very fast.

The acceleration of language development in children occurs as a result of symbolic development. If the development of language symbols has progressed, then it allows children to learn from other people's spoken language. The more often you hear vocabulary, sentence patterns, intonation, and so on, the child's speech and language skills will develop [6].

Languages can develop together with age. The older a person is, the better his language. Language allows children to turn experiences into symbols which can be used for communication and thinking (Susanto, 2012). This means that language has a crucial effect on a person's ability to communicate. When carrying out the learning process to develop language skills, early childhood often face difficulties in using vocabulary, so that children also seem bored and less motivated in participating in learning [7].

The period of early childhood language development cannot be separated from parental supervision, because the initial process is imitating parents. Therefore, parents must set a good example when communicating. To support children's language, parents can do activities with children, for example, storytelling activities and answering questions. According to [8] Children's language skills vary from pre-perbalinga fluent speech. It means that children's language skill vary from pre-verbal to the fluent speech. Children's language development is still self-oriented, in language development children gain from experience. Experience and habits in adapting to the environment [9].

Harris states that language skills consist of four components, namely: 1) listening skills; 2) speaking skills; 3) reading skills; and 4) writing skills [10]. Fizal (2015) in [11] revealed that expressive language is spoken language where expressions, intonation, and body movements can mix together to support the communication carried out. Chaer in [12] states expressive language is language that contains sharing of feelings that express inner meaning. Expressive language skills cannot develop alone. There needs to be stimulus or triggers from people around, parents, siblings, and teachers at school [13].

Most children, in expressing their responses to various stimulants, begin their language development by crying. After that the child begins to pronounce sounds that are not clear. Children continue to acquire new vocabulary, and children aged 3–4 years old begin to learn to construct questions and negative sentences. The purpose of language development is to develop the ability of a child or a person to communicate. For children aged 3–4 years old, they begin to learn to compose interrogative and negative sentences. At age 5 years old, they master around 8.000 words and they have mastered almost all of the basic forms of grammar Jafar (2018:52).

Minister of Education and Culture of Republic Indonesia decree No. 146 of 2014 about Curriculum 2013 Early Childhood Education states that expressive language reaches its peak when children are aged 5–6 years, children begin to express wishes, feelings, and opinions, in simple sentences when they communicate with children or adults. They express feelings, ideas with the right choice of words in communication, retelling the contents of the story in a simple way.

Characteristics of expressive language for children aged 5–6 years old as learners are very important subjects in the learning process. Characteristics of expressive language

for children aged 5–6 years include: repeating simple sentences, asking questions with the correct sentences, answering questions to the questions, expressing feelings with adjectives (good, happy, naughty, stingy, kind, brave, ugly, etc.), mentioning familiar words, expressing opinions to others, stating reasons for something desired or disagreeing, retelling stories/fairy tales they have heard, enriching vocabulary, participating in discussions. In development of expressive language, children need appropriate methods as level of development at kindergarten age by paying attention to the factors that influence the child's personality [14]. Mastery of expressive language is how often children express their desires, needs, thoughts and feelings to others [15].

Language learning for children consists of several learning methods that suit the needs of children. Certain learning techniques or methods may not be better than other methods. Language learning methods for children are adapted to their needs and acceptance. Learning methods are selected based on the needs of the child and the most effective method. It is done through activities, listening to the radio, listening to children's songs, singing, composing messages, imitating sounds, guessing sounds, answering questions, using APE. Learning is carried out using various development models, one way to stimulate children's expressive language is to try using picture stories.

The more words a child hears, the better his speaking ability will be. This is because children learn by imitating the people around them [16]. Picture story is an interactive learning media. Mitchell (2003:87) in [17]. "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are self-sufficient; they need each other to tell the story". This statement implies that a picture story book is a book containing pictures and words which cannot stand alone, but depend on each other to form a unified story.

Apriyani (2013: 80) a picture story is a collection of pictures functioning to convey information or produce an aesthetic response because the pictures are arranged sequentially into a story. Rahayu (2017: 22) states that picture story can also be interpreted as literary works in the form of stories displayed in the form of images filled with fictional stories, just like other works. Through the storytelling method, children can develop their language skills, retell the stories they hear in simple language so that they affect the development of children's language skills [18].

Sri Katoningsih (2021) states that picture is often used as interesting media for early childhood in story telling. Picture can be visualization of the story, so that the story is easier to understand by children. Picture story increases children's expressive language. The use of picture story book is effective in developing language aspect, especially children's speaking skill [19].

Picture book is a story using media which is picture book. The definition of picture story book is a book containing stories written in conversational style, with pictures forming unified story and deliver facts to build children's ability to compose a sentence. With picture story book as learning media, it helps developing students' emotion, get fun, help students studying the world and its existence, learning others, building relationship and developing feeling, and drawing attention, due to, generally, all people have fun when seeing picture. An interesting way to increase children's story telling ability is by giving picture books because it contains aesthetic visualization effect and understand

text illustrating the picture. Picture story book is interesting to get students' attention and motivate them to understand what they being learn in the class [20].

Mitchell (2003:87) said, "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are self-sufficient; they need each other to tell the story". The statement has meaning that picture story book contains pictures and words, which cannot be separated but interrelated to get unified story [21].

"...A picture storybook as one having a "structured, if minimal plot that "really tell a story". Sutherland and Arbuthnot (1984) note that the illustrations in picture storybooks are just s important as text. According to Sutherland and Arbuthnot (1991), picture storybooks share the following characteristic: (1). They are brief and straightforward, (2). They contain a limited number of concepts, (3). They contain concepts that children and comprehend, (4). They are writtwn in a style that is direct and simple, (5). They include illustrations that complement the text (Owen & Nowel, 2001: 33). The above argument has meaning that picture story book has different plot. Illustration on the story book has similar role as the text. The characteristics of the picture story books are: (1) the picture story book is simple and directly tell the story; (2) the picture story book contain serial concepts; (3) the written concept can be understood by students; (4) simple writing style; (5) there is illustration completing the text.

The pictured story book is graphic media used in learning process. It is practical which are facts and ideas communicated clearly and powerfully through integration of wors expression and pictures. It is hoped with reading picture storybook; the children can learn about kindness, understand kindness act that has been shown through the story, and help children to connect with their own experiences. This statement means that it is expected for students to read the picture story books. They can learn about kindness, understand kind action, which is expressed through the story and it helps students connect to their own experience [22].

Educator everyday has effort to increase early childhood expressive language ability. The objective is that the early childhood tries to increase their expressive language ability. By telling story, they will improve their vocabulary and self-confident whe they express their opinion related to language. The implication of children's language skill during effective language learning in kindergarten, gives them opportunity to learn mother tongue and listen other people speaking using mother tongue, motivate them function their language, especially on the higher level as reasoning and forecasting. It gives them opportunity to involve in playing experience by telling story [23].

The writer focused on students of group B of BA Aisiyiah Ngalas 1, which were 13 students consisting of 8 boys and 5 girls. BA Aisiyiah Ngalas 1 students retold story delivered by teacher. However, they were imperfect and limited. It was caused by the media used was not variative and only used LKA so that it was not interesting. The given book was only magazine of CEPPI (Cepat Pintar Untuk TK) from IGTKI once a month. Technically, the magazine CEPPI was given to students then teacher instructed them to read it at home [24]. Based on the observation result in BA Aisiyiah Ngalas 1, the expressive language development has been good developed but there were some students have not developed it due to lack of stimulation given by teacher. There were many picture books at this school and only used as toys. They did not use them as learning media. Communication between teacher and students was lack. Students cannot express

their ideas and arguments. When they are asked to retell the story in front of their friends, only some of them did it.

Of the elaboration above, the writer is interested in conducting a study entitled “IMPLEMENTATION OF PICTURE STORY IN DEVELOPING CHILDREN’S EXPRESSIVE LANGUAGE OF GROUP B BA AISYIYAH NGALAS 1”.

The purpose of the study were to describe and to explain how the implementation of picture story book in developing children’s expressive language on early childhood. Result of the present study is expected to contribute for parents, teacher and academics, particularly, in children’s language development. Table 5 T-tests conducted to measure based on parental work there are significant differences in students’ perceptions of pleasant learning interactions in the classroom, there are significant differences in all dimensions ($p < 0.05$). According to the arithmetic average, the difference looks favorable for the permanent work of the parents of the student. In this case, it is said that the fixed work of the parents of the students has a relatively higher perception of the student’s well-being in teaching and learning interactions and the role of parents.

2 Method

It was a inductive qualitative study and the result emphasized more on meaning than generalization. The writer used descriptive qualitative study because she wanted to get description of the implementation of picture story on students’ expressive language development. The setting of the study was BA Aisyiyah Ngalas 1 Klaten. It was held from June to October. The subject of the study were teacher and students of group B in B.A Aisyiyah Ngalas 1 consisting of 13 students, 8 boys and 5 girls. Based on the above elaboration, this present study examined to collect data, to analyze data, and to solve problem systematically.

The approach of the present study was qualitative. Sugiono (2016: 9) states that qualitative study is method based on post positivism philosophy, it is used to examine in natural setting (opposite to experiment) which the researcher is the key instrument. The data collection techniques are triangulation (mixed). The data analysis is inductively or qualitatively. The result of the study emphasized more on meaning than generalization.

The study used observation, interview, and document to collect data. The main instrument was the writer herself helped by observation, interview, and document instrument. Observation was done on the activity related to children’s expressive language. Interview was done for teacher of group B to get deeper understanding for observation result in collecting data. The analysis used induktif or qualitative data analysis.

3 Result and Discussion

3.1 Result

Based on the observation result conducted by writer, it showed that the initial expressive language condition of students in BA Aisyiyah Ngalas 1 Klaten group B showed that 6 of 13 students have low expressive language or have not developed as expectation with percentage of 20%.

Table 1. Observation of Children's Expressive Language on Initial Condition

Indicator	Criteria of Assessing Language	Number of Student	Achievement Level
Mimic, intonation, uttering simple sentence	Berkembang Sangat Baik. (BSB) /developed best as expected	3	20%
	Berkembang Sesuai Harapan. (BSH) /developed as expected	4	35%
	Belum Berkembang. (BB) /has not developed	6	45%
Total		13	100%

Data collected from observation showing children's expressive language are as shown in Table 1.

Based on the observation of students' expressive language development in initial condition, it is explained that students' expressive language development on group B preceding the picture story book activity has not developed yet.

The implementation of picture story activity in developing students' expressive language is done by teacher in the first semester. It is known that the number of students were 13 consisting of 5 girls and 8 boys and 1 teacher.

Teacher of BA Aisyiyah Ng alas 1 Klaten used picture story book to develop children's expressive language competence on group B as follow:

1. Teacher prepared story telling activity based on the theme and purpose chosen in story telling activity.
2. Teacher determined objective and theme of story.

The writer observed how teacher determined theme and objective of the story telling activity so that it developed students' expressive language. Based on the observation and interview result, teacher chose suitable and fun theme to develop students' expressive language through picture story in learning activity. The theme was animal. It is caused by the fact that early childhood have high curiosity and they learn through direct experience making them feel happy and understand easily learning material and expressing their ideas about animal. After teacher determine theme, teacher decided purpose stated in weekly lesson plan (RKM) and daily lesson plan (RPH).

3. Teacher prepared tool /picture story book going to use.

It was known that teacher prepared media or interesting material in learning to support learning activity to develop students' expressive language ability through picture story. Observation and interview result showed that teacher has prepared interesting media/material and comfortable place. The students followed the activity well and they felt happy.

4. Teacher implement story telling activity.

Teacher told story to the students before they perform story telling in order that they knew how the activity was done and how was the steps.

5. Teacher gave chance for students to tell story.

Teacher gave chance students to tell story in order that they would be brave and have direct experience. When they tell story, their language ability developed. For example, when they mentioned number 1–10, Sowed explorative and research activity (e.g. imitating sound of cat or rabbit), classifying things based on color, shape, and size (three variation) and knew cause and reason in their environment.

Based on the interview of the writer to the teacher of BA Aisyiyah Ngalas 1 Klaten, it showed that teacher must be creative in implementing activity in the classroom to develop students' language skill was by mentioning number 1–10, showing explorative and research activity (for example imitating sound of cat or rabbit), classifying things based on color, shape, and size (three variation), and knowing cause and reason of their environment through story telling done. The activity can be done repeatedly having advantages for students' intelligent and finally it can optimize their language competence.

6. Teacher conducted evaluation and planned assessment on students after story telling activity.

Teacher repeated material or recalling with objective to evaluate and to empower student's language development and understanding. Teacher gave short message to the students relating to the activity they have done that day.

Based on the observation and interview result in BA Aisyiyah Ngalas 1, it showed that students' expressive language ability developed well by implementing picture story in learning process. Teacher told story using picture story book and it made students enjoyed it because the story had pictures making students prevented boredom in listening story and motivated students to actively responded and expressed what they had known about the story delivered. Besides, the implementation of picture story made students enjoy in reading picture story. It can be concluded that picture story in learning activity in BA Aisyiyah Ngalas 1 group B it was effective to develop students' expressive language ability.



Fig. 1. Students BA Aisyiyah.



Fig. 2. Students BA Aisyiyah.

3.2 Discussion

Based on the data collected by observation, interview and document, it is seen that in preliminary observation, the children's expressive language development was not progressed as expected. It is seen from the writer's observation toward children's expressive language. Teacher, therefore, tries to plan better and interesting learning activity in order that learning can be done optimally and can improve students' expressive language.

To know whether children's expressive language has developed well, teacher used three kinds of assessment to analyze children's competence. They were: 1). Developed well (Berkembang Sangat Baik) (BSB), when children could implement activity fast and correctly in expressive language. 2). Developed as expected (Berkembang Sesuai Harapan) (BSH), when children were able to implement activity of expressive language, but it needed longer time with less maximal result and needed teacher's guidance. 3). Not developed (Belum Berkembang) (BB), when children could not implement the activity in expressive language well [25].

Teacher's efforts to develop children's expressive language through pictured story on Group B of BA Aisyiyah Ngalas 1 Klaten, are:

1. Teacher's efforts to develop children's expressive language through pictured story on Group B of BA Aisyiyah Ngalas 1 Klaten, are:
2. Teacher provided media or material to conduct story telling activity.
3. Teacher firstly does story telling activity.
4. Teacher gave opportunity toward students to tell the story.
5. After finishing the story telling session, teacher performed evaluation and giving assessment.

Of the activity done by students of BA Aisyiyah Ngalas 1 group B especially, in developing expressive language ability has positive impacts. Students may develop their language concept. However, they may develop their knowledge about what is the different between chicken and goat sound, and knew what animal living on land and in sea water. The use of pictured story in developing children's expressive language, they showed best development, seen when they showed expressive opinion toward teacher when the teacher was telling a story. They also started to show expressive language when stating their opinion toward teacher when the teacher was telling a story. They also began to

show ability in expressing what they were thinking so that I see that the implementation of pictured story was effective to develop children's expressive language because they were very enthusiastic on the pictured story. Besides, children became more active in learning activity because of their enthusiastic feeling toward the story.

Based on the observation done during trial, the writer found that when students were introduced to pictured story books, they seem so happy and seen as able to retell the story using their own words (Tantiana Ngura et al., 2018).

Of the observation result of children's expressive language of early childhood in BA Aisyiyah Ngalas 1 group B, it was known that finding can be developed in story telling process using pictured story.

The following were description of finding of the observation result of early childhood expressive language in BA Aisyiyah Ngalas 1 group B.

3.2.1 Mimic

Children have many words to express their ideas in picture story. The writer observed how children used picture book to tell story and found that several children have many words to express their ideas. Students' expressive language ability of group B have fulfilled standard of Standar Tingkat Pencapaian Perkembangan Anak (STPPA) for age 5–6 years old. It seemed that several students were able to express their feeling of the picture story book. Permendikbud No 137 of 2014 concerning national standard of early childhood education for age 5–6 years old in expressive language. The characteristic of expressive language for age 5–6 is repeating simple sentence, asking question correctly, answering questions, expressing their feeling using adjectives (good, happy, naughty, kind, ugly, etc.), mentioning familiar words, stating opinion for others, giving reason on something wanted or disagreement, retelling story or fairy tales they have ever heard, enriching vocabulary, and participating in conversation. The children's success in retelling the story chronologically consisted of: introducing characters, setting of time, place, characterization, asking questions, giving responses toward the story content by answering simple questions (Dewi et al. 2019).

The following were description of finding of the observation result of early childhood expressive language in BA Aisyiyah Ngalas 1 group B.

3.2.2 Intonation

Children can use simple words with correct intonation. The writer observed how children told a story using picture story book and they used simple words with correct intonation. Children also got new vocabulary by reading picture book. It is suitable with Kurniah, (2012:25) that early childhood or anak usia dini (AUD) use language to deliver desires, thought, expectation, request for themselves. The development of AUD includes babbling (0–1 year old), holo phrasing (1–2 years old), two words language (2.5 years old), Initial grammar (2.5–3 years old), the next phase is adult language (3–4 years old), and full competence (4–6 years old).

3.2.3 Uttering Simple Sentence

Children know how to deliver message of the content of picture story. The observation showed that group B children can deliver message of the picture story. It was seen that student named Andi and several other students were able to deliver message using good and correct sentence. It is relevant to Apriyanti Yulita Rahayu (2013:80) that picture story is pictures collection having role to deliver information or emerging aesthetic response because the pictures were in sequence of order to form a story.

Children's success in retelling the story were as follow: introducing characters, time, place, telling the characterization, asking questions using questions words of where, giving responses toward the content of the story by answering the simple questions. It showed that the implementation of pictured story has positive influences on children's expressive language of Group B in BA Aisyiyah Ngalas 1.

4 Conclusion

Based on the elaboration above concerning students' expressive language about pictured story, it can be concluded that: children have more words to express their ideas of the pictured story. Students of group B BA Aisyiyah have more words to express idea in pictured story.

Children are able to express their understanding of the pictured story. Students of Group B has been able to express the content of the pictured story. They understand various pictures form and colors causing them interested in reading it.

Children can use simple word using proper intonation, like students of Group B. Some of them have able to use simple words and correct intonation when they were angry, need something, and other. They can express their feeling such as "I will drink, I will sing, I will play, and so on.

Students are able to pronounce simple words, for instance, some students of Group B are able to deliver the message contained in pictured story. Of the observation done by the writer, students of Group B are able to deliver message of the pictured story. Pictured story is pictures functioning to deliver information using pictures making students of Group B interesting.

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