

Phonic Instruction with Storytelling and Non-Storytelling toward Learning to Read and Oral Language Development

Ahmad Syarif¹, Yetti Supriyati², Zulela³
{ahsyarif16@gmail.com¹, yettisupriyati@unj.ac.id², zulelams@unj.ac.id³}

State University of Jakarta (UNJ)¹, UNJ², UNJ³

Abstract. The aim of this research is to find the influence of phonics instruction with storytelling and non-story telling toward first-grade students' learning to read and oral language development. The method of this research was a quasi-experiment with control group pretest-posttest design and purposive sample technique. The total sample was 60 students. The data were collected through a test. The result of research pointed out that phonics instruction with storytelling was better than non-storytelling toward first-grade students' learning to oral language development. On the other hand, phonics instruction with storytelling was same as result with phonics instruction non-storytelling toward learning to read.

Keywords: Phonic instruction, Storytelling, Learning to read, Open language development.

1. Introduction

Literacy became one of the important parts of a nation to enhance economic, social, culture, and technology. In fact, the condition of literacy achievement in Indonesia, especially in reading compared to some countries in the world based on International Results in Reading that Indonesia is in 80th ranking 45 of 48 countries who participated in the activities of with a score of 428 scores an average of 500 a year by the IEA reported by 2012. In the meantime, test your literacy reading in PISA in 2009 position learners Indonesia ranks 32nd with a score of 57 396, while the results of PISA in 2012 shows that learners Indonesia ranks to-64 with a score 396 which score the OECD average, i.e., 496 [1].

The PIRLS and the PISA results would certainly be an indicator of low literacy ability of students in Indonesia so that the need to improve literacy. The first formal education that teaches children to learn literacy in learning reading and oral language development is a primary school. Learning to read and the development of spoken language is a major part of the study program is oriented to kids in grades early elementary schools in Indonesia[2]. There is some effort to address the low level of learning to read in elementary school students with regard to phonics instruction, such as research results from National Institute of Child Health and Human Development that systematic phonics instruction is more effective and significantly improves kindergarten and first-grade children's word recognition and spelling[3]. Teaching systematic phonics effectively to beginning readers requires specialized knowledge and training which many primary grade teachers lack[4]. On the other hand, a

synthetic phonics approach performed significantly better on the reading, spelling, and graphophonological tasks[5].

Today, phonics instruction receives much attention when educators discuss the ingredients of effective programs to teach children to read[6]. One of the issues with existing research on phonics instruction with this population is the lack of information about the participants' characteristics[7], such as the lack of students' oral language development are important for children because oral language encompasses various skill sets including vocabulary (receptive and expressive), syntactic knowledge, and narrative discourse processes (comprehension and storytelling) and has an effect on reading achievement during both the early stage of learning to decode words and the later stages of reading when the focus is on comprehension[8]. Oral language may be important for understanding the directions of phonological sensitivity tasks as well as expressing the answers[9]. Oral language proficiency of bilingual and monolingual children appears to have an influence on enhancing their phonological awareness[10]. So need a latest learning focuses on learning to read and the student's oral language development as an attempt to answer the problem of learning phonics which only focuses on children learning to read and is not focused on other aspects.

As a fascinating concept, storytelling attracts many researchers from a variety of disciplines[11]. Of particular interest is the storytelling of language teaching. In early childhood education, storytelling has traditionally been seen as a learning activity that lays the groundwork for children's vocabulary and literacy development[12].

Storytelling is not limited to entertainment but can also be used as an effective teaching tool in a language classroom. Students also develop their vocabulary and learn when and where to use certain words and phrases. storytelling can encourage students to explore their expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. These activities benefit the students in not only giving them the art experience but also in supporting daily life skills[13].

Educators must have a plan of instruction that is organized into a logical sequence[14], like use storytelling. However, storytelling is needed a particularly important to explore what type of collaboration makes joint storytelling effective[15]. These problems can be overcome by combining storytelling with learning phonics for oral language development and learning to read. Goodman (2005) argues that phonics instruction actually hinders language acquisition, primarily by breaking whole (natural) language up into bite-size, but abstract little pieces. "We took apart the language and turned it into words, syllables, and isolated sounds[16].

Phonics instruction involves teaching students to know the relationships between letters and sounds and how to use this knowledge to recognize words when reading, and to spell words when writing. There are several principles of effective phonics teaching, namely phonics knowledge and skills are critical to becoming literate, phonics needs to be explicitly taught, phonics needs to be systematically taught, phonics needs to be taught in an integrated literacy program, phonics needs to be taught in a balanced literacy program, phonics needs to be taught to a level of automaticity, phonics teaching is enhanced by an emphasis on multi-sensory activities, phonics teaching needs to be supported and reinforced using quality texts[17]. Phonics instruction teaches students to understand and learn the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It also teaches children how to use these relationships to read and write words accurately[18].

In addition, to learn to read phonics learning, elementary school students must have good language communication in socializing. This can be obtained by applying the storytelling in learning in class one primary school. The storytelling is a theoretical framework for viewing

learning to read for young children in school as a social and cultural process[19]. Because it is very important, good storytelling demands the understanding of the viewpoint of the audience, perhaps even the audience's audience to whom your story may be forwarded[20].

Learning to read are the abilities how learn grapheme-to-phoneme relations whereby students can decode the written word until they have speed of word recognition[21]. Not only the word that student has to learn but also a specific part of the word, namely phonemes of the words and sentences. Learning to read typically evolves how graphemes systematically correspond to phonemes.

The agency human resources development of culture and education and Guarantee the quality of education the Ministry of education and culture (2012) stated that the competency standard reading in grade one, namely:

- a. read loud syllables and words with proper pronunciation;
- b. reading aloud a simple sentence with proper intonation and pronunciation;
- c. read smoothly a few simple sentences consisting of 3-5 words with the right intonation[22].

Pronunciation includes fluency, clarity, and accuracy. It is as expressed according to Djiwandono (2011) that learning to read by pronouncing includes the ability to use the language with correct speech, intelligibility, and acceptable[23]. Details of the capabilities of the spell symbols the following languages:

Table 1. Learning to Read Ability

No.	Learning to read ability	Learning to read word, phrase, and sentences
1	Clarity	The overall pronunciation of the language and its parts sounded clear and do not doubt or give rise to misunderstanding
2	Fluency	The overall language unfolds smoothly without disturbing the prolonged pause
3	Accuracy	The overall language disclosed appropriately

The process of reading on the fact of the matter is the absorption of information involving the physical and mental elements. Physiologically as expressed Darjowidjojo, (2008) which claimed that the process of reading starts from the input text, taken in the visual cortex, is understood by Wernicke's area, sent to Broca's area, and taken a response in the form of verbal or visual[24].

When viewed in terms of mental, reading involves various aspects of the beginning of process knowledge up to the idea[25]. Learning to read can be summarized into a mentally and physically interaction that involves a process that gradually starting from the stage of knowledge, perceptual, order, experiences, thoughts, learning, associations, attitudes, and ideas.

Solchan, et al. (2008) reveals that the determinants of learning to read, i.e., linguistic competence, ability, decisive focus information, techniques and methods of reading, the flexibility of reading, and the habit of reading[26]. Learning to read is an activity that contributes to the growing swell of student literacy. Specifically Klein, M.L., Peterson, S., & Simington, L (1991) states the benefits of learning to read is knowing about the form of literature, find out about the structure of literature, develop the structure of the story, and aware of the aesthetically sound. Develop story structure can be done either oral or written. Orally can be done to developing the oral language development of a child[27].

Oral language development consist of six elements, namely academic and domain-specific vocabulary, morphological knowledge of the meanings of word parts and forms,

syntactical knowledge of the grammatical forms that govern a language, phonological knowledge of the sounds of a language, pragmatic knowledge of the social rules of a language, discourse knowledge to engage in oral communication[28].

Oral language is a crucial element in education so that teachers must thoroughly understand the importance of oral language development and the influence of oral language skills on educational achievement[29]. The development of oral language, as a tool to convey meaning, is an important developmental process in terms of vocabulary, grammar, and concept development[30]. Generally, The importance of oral language development among elementary school students is necessary for success in school[31].

A number of skills that they saw as key in helping students become better oral communicators: clarity and quality of sound in speech, Vocabulary building through etymology, storying (summarising and retelling, including public speaking and storytelling), phonemic awareness, interactive talk (discussions and group problem-solving), active listening, connections with social play/talk[32].

2. Method

This research was carried out on SDN Siliwangi located in Kecamatan Cigombong Bogor district by using two classes, namely, class A of 30 students as a class a class B and experiments totaling 30 people as the control class. Engineering data collection using a purposive sampling technique. This research was carried out during six months in the SDN Siliwangi. Research method using quasi-experimental design through the Nonequivalent Groups Pretest-Posttest. The design can be illustrated as shown in the following figure:

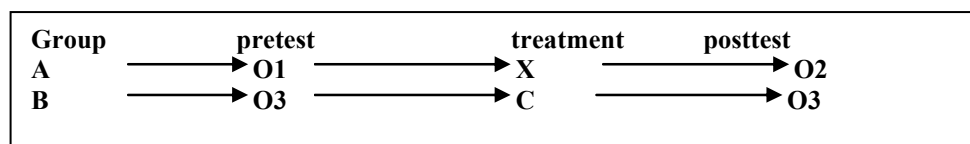


Fig. 1. Nonequivalent groups research design pretest-posttest

Description :

A = experimental group

B = control group

O1 = pre-experiment group

O2 = posttest of the experimental group

O3 = pretes the control group

O4 = post-test control group[33]

The instruments used in the research, namely sheet test sheet test reading and studying the development of spoken language elementary school students class i. Basic scoring test learns to read using a rubric. Data collection techniques used the shape of the test, based on the goals that are valued in the study, namely the cognitive aspects of learning outcomes in the form of student reading and oral language development students.

Data processing technique assisted with Anates version 4 to see whether a viable instrument. While the data analysis techniques, applied after the instruments eligible feasibility with the help of SPSS 20. Since the objective of this research is to know the

influence of learning phonics through storytelling and non-storytelling towards learning to read and the development of spoken language student, data obtained from pretest and posttest first performed test of normality, its homogeneity, and t-test to see the difference between that taught by learning phonics with storytelling by learning phonics is taught with a non-storytelling.

3. Results and Discussion

The result of the processing of data in the class learn to read using Phonics learning experiments with storytelling and in the control class that uses a non-Phonics learning storytelling, obtained the following results:

Table 2. Pretest results and posttest the ability to read the beginning of the experiment class and control class

Values	Experiment					Control				
	N	Xmin	Xmaks	\bar{X}	Category	N	Xmin	Xmaks	\bar{X}	Category
Pretest	30	70	80	76	Good	30	71	81	77	Good
Posttest	30	79	88	84	Good	30	78	87	83	Good
	N-Gain			0.40	Medium	0.30				Medium
The maximum value of the ideal = 100										

The average student learns to read early experimental class of 76.84 after being given preferential treatment by applying the Phonics learning through storytelling. On the other hand, the control class also experienced an increase from an average of learning to read is done at the beginning of 77.83 after being given a non-phonetic learning storytelling. When illustrated in the form of diagrams, the second increase in the class either pretest or posttest as follows:

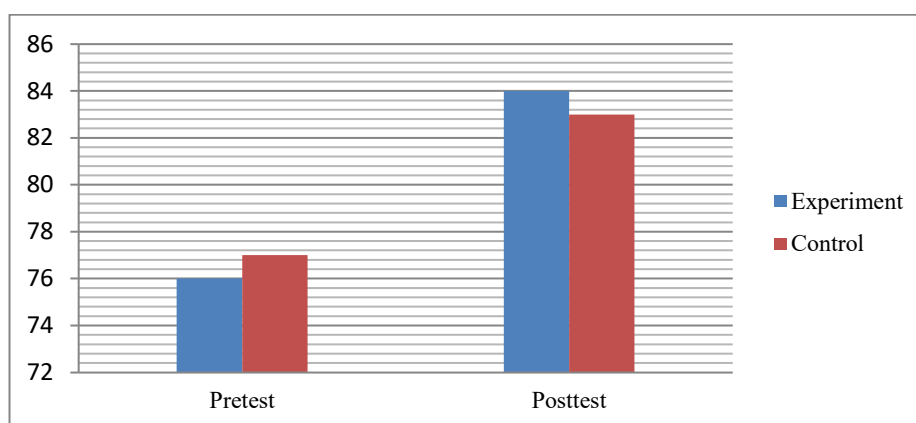


Fig. 2. A comparison of the increase in the average value of pretest and posttest students learn to read

Then, the result of data processing of oral language development of students after converted into a good value in class experiments using systematic Phonics learning through storytelling and control using in class learning Phonics a non-storytelling, obtained the following results:

Table 3. The results of posttest pretest and literacy experiment class and control class

Value	Experiment					Control				
	<i>N</i>	<i>Xmin</i>	<i>Xmaks</i>	\bar{X}	Category	<i>N</i>	<i>Xmin</i>	<i>Xmax</i>	\bar{X}	Category
Pretest	30	30	80	57	Quite	30	30	80	56	Quite
Posttest	30	60	90	77	Good	30	4.0	85	63	Quite
	N-Gain			0.80	High	0.30			Medium	
The maximum value of the ideal = 100										

The above table illustrates average early oral language development students class experiments of 57 77 after being given preferential treatment by applying learning phonics with storytelling. On the other hand, the development of spoken language which is done in class 56 and posttest control of 63. When illustrated in the form of diagrams, the second increase in the class either pretest or posttest, as follows:

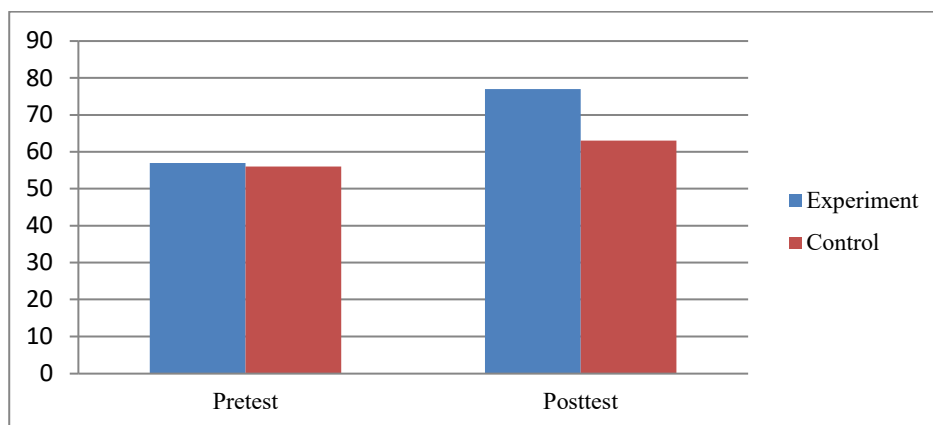


Fig. 3. A comparison of the increase in the average value of posttest pretes and oral language development of students

After the data is retrieved and posttest pretes, then conducted test data requirements. Normality test results on learning to read and the development of spoken language, it can be specified in the following table.

Table 4. The normality test results value of posttest pretest and oral language development experiment class and control class

No.	Data	χ^2_{count}	$\chi^2_{table-ks}$	Conclusions
1	Pretest experiment class	0.128	≤ 0.242	Normal
2	Pretest control class	0.125	≤ 0.242	Normal
3	Posttest experiment class	0.203	≤ 0.242	Normal
4	Posttest control class	0.168	≤ 0.242	Normal

Table 5. The normality test results value of posttest pretest and oral language development experiment class and control class

No.	Data	χ^2_{count}	$\chi^2_{table-ks}$	Conclusions
1	Pretest experiment class	0.124	≥ 0.242	Normal

2	Pretest control class	0.168	≥ 0.242	Normal
3	Posttest experiment class	0.153	≤ 0.242	Normal
4	Posttest control class	0.158	≤ 0.242	Normal

The next step is its homogeneity test data obtained. Sample data of its homogeneity test pretest and posttest learning to read in class experiments and results are the same control class. Those results can be summarized as follows:

Table 6. The homogeneity test results value of posttest pretest and learning to read experiment class and control class

No.	Data	F _{count}	F _{table}	Conclusions
1.	experiment class & control class pretest	1.17	1.95	Homogeneous
2.	experiment class & control class posttest	1.053	1.95	Homogeneous

The other side, its homogeneity test sample data pretest and posttest the development of spoken language in classroom experimentation and classroom control result is different. The difference can be summed up as follows:

Table 7. The homogeneity test results value of posttest pretest and learning to read development experiment class and control class

No	Data	F _{count}	F _{table}	Conclusions
1.	experiment class & control class pretest	1.35	1.875	Homogeneous
2.	experiment class & control class posttest	2.86	1.875	Heterogeneous

The last stage is carried out test hypotheses to answer or no difference in the ability of students taught by Phonics learning through storytelling in class experiments with students who were taught Phonics learning with non-storytelling in the class of the control. Because the data is Gaussian and homogeneous, parametric statistics were used to test the hypothesis, i.e., statistical parametric test through the student (t).

The results of posttest pretest or learning to read can be presented in tabular form below:

Table 8. The t-test results from a value of posttest pretest and learning to read development experiment class and control class

No.	Data	t _{count}	t _{table}	Conclusions
1.	experiment class & control class pretest	1.190	2.002	There are no differences
2.	experiment class & control class posttest	1.463	2.002	There are no differences

The results of both posttest pretest oral language development can be presented in tabular form below.

Table 9. The t-test results from value of posttest pretest and oral language development experiment class and control class

No	Data	t _{count}	t _{table}	Conclusions
1.	experiment class & control class pretest	0.151	0.2002	There are no differences
2.	experiment class & control class posttest	5.089	0.2002	There is a difference (the rejection of H ₀ positive)

The results of experimental classes after learning to read applied learning phonics with storytelling experience increased with the category being, i.e. 0.4, while the average value increased from 76 to 84. On the other hand, the results of the posttest learn to read the control class is not much different where the average value of 83 smaller control class 1 in-class

experiments. The results of that learning to read has increased from pretest results with N-Gain 0.30 (category medium). In terms of pronunciation, there are some difficulties in students learning to read, that there are some students who did the omission of letters, syllables, and words ending in, the addition of sound, the replacement of the letter, reversal of letters or syllables, and ignore punctuation.

This is in line with what is disclosed Keller (2009) stating that the mistakes of the reading at a basic level, i.e. the omission of letters, syllables, words or suffixes, adding sounds, or words in a sentence, the replacement of the word/ reversal the word, letters, syllables, letters, and punctuation is ignored[34]. In addition, students difficulty in pronunciation of the sound of "cluster" or cluster such as pr, kh, sy, and ng (Human Resources Education and Culture Development Agency and Education Quality Assurance Ministry of Education and Culture, 2012)[35].

The posttest results of learning to read statistically not giving meaning where systematic Phonics learning with storytelling is no more effect on the improvement of learning to read compared to the control class. However, the result of posttest the development of spoken language experimental class earned an average of 80 with a maximum score of 90 for as much as one person and the lowest score 60 as much as one person. The results of calculations using Excel m. retrieved N-Gain 0.8 (height). On the contrary, the results of the posttest the development of spoken language processed controls, namely 63 which gives the meaning that learning by applying learning phonics with storytelling can improve oral language development students significantly. Theoretically, the results from the difference in the development of spoken language can be caused by a learning process that involves a variety of language game in the form of a Word when the teacher tells the class on the class experiment[36].

In addition, the involvement of learning media in the learning process in the experimental class, namely word cards, images, and realia. This also greatly affected the results of increasing the development of oral language in the experimental class. Sudjana and Rifai (2011) state that teaching media can enhance student learning[37]. More specifically in the research conducted by Fatimah (2012) concluded that there was a significant increase in student reading learning through the use of word card media[38].

Learning in the experimental class puts forward at concrete operational stages because elementary school age is in the concrete operational stage. Hernawan, et al. (2006) state that primary school age is in the concrete operational stage. At that age, the child shows behavior, namely: begin to look at the world objectively, start thinking operationally in classifying objects, and understand the concepts of substance, width, outside, and weight[39].

4. Conclusions

Based on the results of research on learning phonics with storytelling and non-storytelling towards learning to read and the development of spoken language students can be concluded that there is a difference in the development of spoken language students a significant among the students who learn to use learning phonics with storytelling and non-storytelling, and otherwise there is no difference between students learning to read student learning by using learning phonics with storytelling and non-storytelling. Given the importance of the results of such research, in-depth research is required as the development of science, especially in basic literacy.

References

- [1] Dewi Utama F. dkk., (2016). *Panduan Gerakan Literasi Sekolah di SD*: Jakarta. Direktorat Pembinaan SD Kemendikbud
- [2] Eko Kuntarto. (2013). *Pembelajaran Calistung*: Jambi.Eone.
- [3] *National Institute of Child Health and Human Development* (2000). *Report of the National Reading Panel. Teaching children to read:an evidence-based assessment of the scientific research literature onreading and its implication for reading instruction: Reports of the sub-groups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- [4] Rahim, F. (2005). *Pengajaran membaca di sekolah dasar*:Padang. Bumi Aksara.
- [4] Ehri, L. C., & Flugman, B. (2018). Mentoring teachers in systematic phonics instruction : effectiveness of an intensive year-long program for kindergarten through 3rd grade teachers and their students. *Reading and Writing*, 31(2), 425–456. <http://doi.org/10.1007/s11145-017-9792-7>
- [5] Nishanimut, S. P., Johnston, R. S., Joshi, R. M., Thomas, P. J., & Padakannaya, P. (2013). Effect of synthetic phonics instruction on literacy skills in an ESL setting. *Learning and Individual Differences*, 27, 47–53. <http://doi.org/10.1016/j.lindif.2013.06.007>
- [6] Sitthitikul, P. (2014). Theoretical Review of Phonics Instruction for Struggling / Beginning Readers of English, 48(December).
- [7] Ainsworth, M. K., Evmenova, A. S., Behrmann, M., & Jerome, M. (2016). Research in Developmental Disabilities Teaching phonics to groups of middle school students with autism, intellectual disabilities and complex commuicaion needs. *Research in Developmental Disabilities*, 56, 165–176. <http://doi.org/10.1016/j.ridd.2016.06.001>
- [8] Storch, S. A., & Whitehurst, G. J. (2002). Oral language and coderelated precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*, 38, 934–947. doi:10.1037//0012-1649.38.6.934.
- [9] McBride-Chang, C. (1995).What is phonological awareness? *Journal of Educational Psychology*87: 179–192.
- [10] Gorsev Inceceay & Adem Soruc. 2013. *The Role of Oral Language Proficiency in Phonological Awareness of Early Bilinguals*. Novitas-ROYAL (Research on Youth and Language), 7(2), 106–116.
- [11] Ekber, A., Keskin, H., Ayar, H., & Erdoğan, E. (2015). The influence of storytelling approach in travel writings on readers ' empathy and travel intentions. *Procedia - Social and Behavioral Sciences*, 207, 577–586. <http://doi.org/10.1016/j.sbspro.2015.10.129>
- [12] Cekaite, A., & Björk-willén, P. (2018). Enchantment in storytelling: Co-operation and participation in children ' s aesthetic experience. *Linguistics and Education*, 48, 52–60. <http://doi.org/10.1016/j.linged.2018.08.005>
- [13] Mokhtar, N. H., Farida, M., Halim, A., Zurina, S., & Kamarulzaman, S. (2011). The Effectiveness of Storytelling in Enhancing Communicative Skills, 18, 163–169. <http://doi.org/10.1016/j.sbspro.2011.05.024>
- [14] Armbruster, B. B., Lehr, F., Osborn, J., National Inst. for Literacy, W. C., National Inst. of Child Health and Human Development (NIH), B. D. (NIH), Bethesda, MD., Office of Educational Research and Improvement (ED), W. C. (ED), Washington, DC., & Center for the Improvement of Early Reading Achievement, A. I. (2001). *PutReading First: The Research Building Blocks for Teaching ChildrenTo Read. Kindergarten through Grade 3*.
- [15] Giuliana Pinto, Christian Tarchi, & Lucia Bigozzi.2017. Is two better than one? Comparing children's narrative competence in an individual versus joint storytelling task. *oc Psychol Educ* (2018) 21:91–109 doi10.1007/s11218-017-9411-0
- [16] Goodman, K. (2005). *What's Whole in Whole Language*. Berkeley CA: RDR Books
- [17] Development, N. D. of E. and T. L. and. (2009). *Literacy teaching guide : Phonics Phonics Literacy teaching guide : Phonics*. NEALS.
- [18] Armbruster, B.B., Lehr, F. & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. National Institute for Literacy. Jessup, MD: ED Pubs.
- [19] David Bloom, Minjeong Kim. (2017). Story Telling: Learning to Read as Social and Cultural Process. USA: UNESCO IBE46:391–405

- [20] Merlin Stone, Liz Machtynger and Jon Machtynger.2015. Managing customer insight creatively through storytelling. *Journal of Direct, Data and Digital Marketing Practice* (2015) 17, 77–83. doi:10.1057/dddmp.2015.45
- [21] Stanovich, K. E. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York, NY: Guilford Press
- [22] Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan (2012). *Karakteristik perkembangan bahasa anak*: Jakarta.Kemdikbud.
- [23] Djiwandono, S. (2011). *Tes bahasa: pegangan bagi pengajar bahasa*: Jakarta. Indeks.
- [24] Dardjowidjojo, S. (2008). *Psikolinguistik: pengantar pemahaman bahasa manusia*. Jakarta: Yayasan Obor Indonesia.
- [25] *National Institute of Child Health and Human Development* (2000). *Report of the National Reading Panel. Teaching children to read:an evidence-based assessment of the scientific research literature onreading and its implication for reading instruction: Reports of the sub-groups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- [26] Rahim, F. (2005). *Pengajaran membaca di sekolah dasar*:Padang. Bumi Aksara.
- [27] Solchan, T.W. (2008). *Pendidikan bahasa indonesia di sekolah dasar*: Jakarta. Universitas Terbuka.
- [28] Klein, M.L., Peterson, S., & Simington, L. (1991). *Teaching reading in the elementary grades*. USA: ALLYN AND BACON.
- [29] Douglas Fisher & Nancy Frey (2017): *Developing Oral Language Skills in Middle School English Learners*, *Reading & Writing Quarterly*, DOI: 10.1080/10573569.2017.1318428
- [30] Renee A. Neu.2012. An Exploration of Oral Language Development in Spanish-Speaking Preschool Students. *Springer Science+Business Media, LLC Early Childhood Educ J* (2013) 41:211–218
- [31] Schickendanz, J. A., & Collins, F. (2013). So much more than the ABCs: The early phases of reading and writing. Washington, DC.: National Association for the Education of Young Children.
- [32] Aine Cregan. 2012. Empowering Teachers to Promote Oral Language in Culturally Diverse Classrooms in Ireland.
- [33] Mark Fettes.2012. *Orality for all: an imaginative placebased approach to oral language development*. Canada: Routledge
- [34] Schumacher & Millon. (2001). *Research in education: a conceptual introduction*: USA. Longman. Inc.
- [35] Keller, H. (2009). *Panduan remedial bahasa indonesia dan matematika untuk siswa dengan kesulitan belajar*: Usaid Indonesia. Kemdiknas.
- [36] Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan (2012). *Karakteristik perkembangan bahasa anak*: Jakarta.Kemdikbud.
- [37] Hasan, M. (2012) *PAUD (pendidikan anak usia dini)*. Yogyakarta: DIVA. Press.
- [38] Sudjana, N. & Rivai, A. (2011). *Media pengajaran*: Bandung. Sinar Baru Algesindo.
- [39] Fatimah, E. (2012). *Pengaruh penggunaan media kartu kata dalam meningkatkan membaca permulaan dan motivasi siswa*. (Tesis): Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- [40] Hernawan, A.H. *et all.*,. (2006). *Belajar dan pembelajaran sekolah dasar*: Bandung. UPI Press.