

The Effect of Pop-Up Book Media On Children's Speech Ability

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ABSTRAK. Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh media pop up book terhadap kemampuan berbicara anak. Penelitian dilakukan pada kelompok B dengan usia 5-6 tahun di Taman Kanak-Kanak Kecamatan Baros, Kabupaten Serang-Banten khususnya di TK Kasih Bunda dan TK Mangga. Metode yang digunakan dalam penelitian ini yaitu penelitian quasi eksperimen dengan desain non-equevalent control group design dengan sampel 30 anak, kelas B1 pada TK Kasih Bunda sebanyak 15 anak sebagai kelas eksperimen dan kelas B1 pada TK Mangga sebanyak 15 anak sebagai kelas kontrol. Penelitian ini dilakukan selama 2 minggu, instrument yang digunakan dalam penelitian ini berupa pedoman observasi dengan analisis data menggunakan SPSS 22. Hasil dalam penelitian ini menunjukkan bahwa rata-rata kemampuan berbicara anak kelompok eksperimen saat pretest sebesar 38,47 dan untuk kelompok kontrol rata-ratanya sebesar 40,33. Sementara itu hasil posttest pada kelompok eksperimen rata-ratanya sebesar 42,93 % dan kelompok kontrol rata-ratanya menjadi 40,73%. Hal ini menunjukkan bahwa terdapat pengaruh media pop up book terhadap kemampuan berbicara anak.

Kata Kunci : Media Pop Up Book, Kemampuan Berbicara, Anak Usia 5-6 Tahun

ABSTRACT. This study aims to determine whether or not influence of pop up book media on children's speaking ability. The study was conducted on group B aged 5-6 years in Kindergarten, Baros District, Serang-Banten Regency, especially in Kasih Bunda Kindergarten and Mangga Kindergarten. The method used in this study is a quasy-experimental study with a non-equevalent control group design with a sample of 30 children, class B1 at Kasih Bunda Kindergarten as many as 15 children as the experimental class and class B1 at Mangga Kindergarten as many as 15 children as control class. The research was conducted for 2 weeks, instrument used in this study showed that the average speaking ability of the experimental group children t the pretest was 38,47 and for the control group the average was 40,33. Meannwhile, the posttest results in the experimental group average 42,93% and the control group average 40,73%. This shows that the there is an influence of pop up book media on children's speaking ability of children 5-6 years.

Keywords: Pop Up Book Media, Speaking ability, Children 5-6 years.

INTRODUCTION

At this golden age, children have extraordinary learning abilities (Murshid, 2015: 121). Children are unique individuals and have their characteristics according to the stage of growth and development of their age. These times have an important and unrepeatable part. Where aspects of child development develop rapidly. It is said that 90% of a child's brain development occurs at this time, and the remaining 10% will occur when they are mature. At that time the child's brain's ability to absorb all information is optimal. Thus the importance of education both from the family and academy environment. Providing proper guidance or encouragement will

make aspects of children's development more optimal and will help children to grow the abilities that are within them.

Early age is a very appropriate time to carry out the development of speaking skills because children are in a very rapid growth and development phase. The ability to speak must be done well to obtain optimal development. At this time the ability of children develops rapidly. The grace that is currently owned cannot be repeated at alternating times. Therefore, it is said to be a determinant of the life to come. In line with the growth and development of the child, the child's speaking ability will gradually increase, shifting from making expressions to carrying out expressions by communicating. Children can apply speaking skills in several ways such as singing, asking questions, and dialogue. According to the Minister of Education and Culture Regulation No. 137 of 2014 regarding Standards for Developmental Levels for Children Aged 5-6 years, "must include understanding several commands simultaneously, repeating more complex rules, mentioning groups that have the same voice, communicating verbally, having the vocabulary, compiling simple rules with a complete structure (sentence-predicate-adverb pattern), has further words to express ideas to others, continues some stories or fairy tales that have been heard and shown common things in storybooks.

The definition of speaking ability also includes the development of communication skills, the ability to use all speaking capacities to express and interpret (Bredekamp & Coople, 2017: 41). The ability to speak is influenced by the child's environment and the surrounding environment. Interaction with adults plays an important role in assisting children to improve their speech and communication skills. The important meaning of speaking for children is to speak well without being upside down in communicating ideas and feelings in understanding other people's words. Through speaking, children can tell stories, answer other people's questions, understand some commands and repeat sentences. The process of speaking to children will continue throughout the age range and affect the development of children as adults. So, speaking skills are very important to help children interact and establish relationships with other individuals.

The characteristics of children's speaking abilities that develop at the age of 5 to 6 years include (1) expressing more than 2,500 vocabularies; (2) the range of vocabulary expressed by children namely taste, shape, temperature, color, beauty, size, speed, smell, difference and others; (3) can be part of a good listener; (4) being able to share in discussions, before being able to listen to other people talk and respond to discussions; (5) Conversations children aged 5 to 6 years had about comments they made themselves and others and what they saw (Jamaris, 2016: 118-119).

The ability to speak can be done because the media used by the teacher varies and has the right stimulation so that the object of literacy can be achieved precisely. According to Sholichah & Mariana, (2018: 217), Pop up book media is a type of 3D media that can have an interesting effect, because each page that is opened will display an image that appears and the material in the pop-up book can be adjusted to the teaching material to be conveyed. Learning is a means to stimulate children's speaking ability. It can be concluded that pop-up book media is a means to help children aged 5 to 6 years in interacting and building relationships with other individuals.

Based on the results of observations that have been carried out by researchers in Kindergarten, Baros District, especially in Group B, which is in the age range of 5 to 6 years, the development of speaking skills describes that some children cannot yet speak, which have not been stimulated optimally, such as children who do not yet understand certain commands at the same time, they have not been able to ask questions using the words "what, who and how", and the child has not been able to retell the contents of the story. In addition, the use of media is still

less varied, it can be seen that teachers still use storybook media in general. This pop-up book media has not been implemented in that school, therefore the researcher hopes that pop-up book media can develop children's speaking skills. Based on this matter, it is possible to formulate the problem in this study, namely "Is there any effect of pop-up book media on the speaking ability of children aged 5-6 years in Kindergarten, Baros District, Serang-Banten?"

METHOD

This research uses a type of quantitative research, namely "Quasi-Experimental" research. Based on the opinion of Sugiyono (2018: 115-116) states that "Quasi-Experimental Design has a control group, but cannot fully control external variables that affect the experiment". The design used was the Non-Equivalent Control Group Design (Post-test control group design) which was studied in class and consisted of two groups, namely the experimental group that would use pop-up book media and the group that would not use pop-up book media. The focus of this experiment is on the impact of change on the subject of the research being observed. Researchers in this study made observations before being given treatment and did a post-test after being given treatment. That way the results of the treatment can be more accurate because it can compare conditions before being given treatment and conditions after being given treatment. This study aims to collect data and determine the effect of pop-up book media on the speaking ability of children aged 5 to 6 years in Kindergarten, Baros District, Serang Regency, Banten. The total population in this study was all children in Kindergarten, Baros District, Serang-Banten Regency, totaling 4 schools. In this study, researchers used a simple random sampling technique, which is a technique in taking samples from a population that is carried out randomly in that population (Sugiyono, 2017: 82). The implementation of this research technique was chosen because the members of the population were considered homogeneous. After all, the sample taken was a Kindergarten in Baros District, Serang-Banten Regency. Thus, the samples selected after the researchers conducted a lottery were Kasih Bunda Kindergarten as the experimental group and Mangga Kindergarten as the control group. Then because each of these schools had two classes in group B, it was drawn again so that class B1 in Kindergarten Kasih Bunda as the experimental group had a total of 15 children, and class B1 in Kindergarten Mangga as the control group had a total of 15 children.

Data collection techniques using research instruments, observation, and documentation. Based on Sugiyono, (2015: 147) the research instrument is a tool used to measure the observations under study. This study uses the observation method which is carried out by researchers directly where researchers observe while collecting as much information as possible as a source of research data. And the documentation method as material for data collection is in the form of photographs when conducting research.

RESULTS AND DISCUSSION

Pop Up Book

Pop-Up Book media can be in the form of 3D which will stimulate children's imagination and increase knowledge so that it can make it easier for children to understand the outline of an object, multiply words and improve children's understanding (Hanifah, 2014: 48). Thus the Pop Up Book media is a book that has 3D elements that can increase children's understanding and

knowledge about depicting objects from their original form. Then according to Dzuanda in Hanifah, (2014: 50) states Pop Up Books can be in the form of books that have moving parts and provide an increasingly interesting story visualization, namely from the display of images that can move when the page is opened. Therefore a Pop Up Book is a book that can move when the page is open and provide an attractive display of images. Meanwhile, Solichah & Mariana, (2018: 1538) explained Pop-Up Book media is a type of three-dimensional media that will give an interesting effect because each page that is opened will display an image that appears so that the material in the Pop-Up Book is often done adjustments to the teaching material to be taught. So because of that, the media can be in the form of books that provide beautiful pictures and facilitate the learning process to take place. Based on the explanations of several experts, it can be concluded that media is a book that will move when each page is opened and has 3D elements that can stimulate children's imagination, and provide an attractive display of images to increase children's understanding and knowledge.

Children's Speaking Ability

The ability to speak is several things that basically must be considered. Speaking is a kind of interaction that uses ordinary vocabulary to convey meaning (Hurlock, 1978:76). Therefore, through speaking, communication will take place between children and other children. Talking to children must be developed and trained continuously so that children's development, especially children's speaking abilities, can experience maximum development. The ability to speak is the ability to pronounce several articulation sounds or some words correctly, and express and convey thoughts, thoughts, and feelings (Suhartono, 2005: 4). Fluency in speaking must be stimulated from an early age because fluency in speaking children can maintain the condition of relationships with good people in the family, school and also in the environment around the child or the community where the child lives. The ability to speak can be a communication process because it contains messages from one source to a different source (Suhartono, 2005: 11). Therefore, speaking is an effective type of communication and its use is the most widespread.

Based on the opinions of some of these experts, it can be concluded that the ability to speak is to say words to convey goals and feelings that are used to convey intentions to others so that these intentions and goals can be accepted and understood by some people in the environment around the child. Thus speaking skills must be trained from an early age so that children can say words so that children are ready to express and convey ideas to other children and children in the surrounding environment. Learning to speak can be helped by adults, through conversations and stories. Through speaking, children will gain experience, increase knowledge and develop speaking skills.

Table 2 Children's Speaking Ability Reliability Test Results

Reliability Statistics		
No	Cronbach's Alpha	N of Items
1.	.899	15

Based on the table of the results of testing the speaking ability of children aged 5 to 6 years, the Cronbach's alpha value is 0.899. So that it can be interpreted as very reliable or trust worthy. A homogeneity test is carried out to find out whether or not there is a similarity of variance in some groups that make up the sample. If there is a difference in group variance, then it is stated that the group comes from the same population. The homogeneity test is carried out

using the One Way Anova test which is used as an analytical measure to test the research hypothesis which can assess whether there is an average difference between groups. The decision-making in this test is that if the sig. value > 0.05 then the data distribution has a homogeneous nature meanwhile if the sig value > 0.05 then the data distribution is homogeneous, meanwhile if the sig value < 0.05 then the data distribution is not homogeneous. The results of testing the homogeneity of the experimental group and the control group are in the table below.

Table 3 Pretest Data Homogeneity Test Results
Test of Homogeneity of Variances

No	Levene Statistics	df1	df2	Sig.
1.	.280	1	28	.601

Based on the calculation results with the homogeneity test between the pretest of the experimental group to the control group it reaches a significance value of 0.601. The decision-making in testing the homogeneity of the data is that if the sig value is > 0.05 then the data distribution is homogeneous, while if the sig value is < 0.05 then the data distribution is not the same. So because of that, it can be concluded that the speaking ability of children in the experimental and control groups before being given the pretest had the same variance because $0.601 > 0.05$, the data was taken from a homogeneous sample.

Table 4 Posstest Data Homogeneity Test Results
Test of Homogeneity of Variances

No	Levene Statistics	df1	df2	Sig.
1.	.150	1	28	.701

Based on the calculation results with the homogeneity test between the posttest experimental group and the control group, a significance value of 0.701 was obtained. The decision-making in testing the homogeneity of the data is that if the sig value is > 0.05 then the data distribution is homogeneous, meanwhile, if the sig value is < 0.05 then the data distribution is not homogeneous. Therefore it can be concluded that the speaking ability of children in the experimental and control groups after being treated (posttest) has the same or homogeneous variance because $0.701 > 0.05$, the data is taken from a homogeneous sample.

The normality test is a test carried out to evaluate data in a group and whether the sample comes from normally distributed data or not. The guidelines used in testing for normality are using the Kolmogorov-Smirnov test. The basis for decision-making in normality testing is: If Asymp. Sig or P-value > 0.05 then the data has a normal distribution and if Asymp. Sig or P-value < 0.05 means that the data does not have a normal distribution.

**Table 5 Experimental Group Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

No			Pretest	Posttest
1.	N		28	15
2.	Normal Parameters ^{a,b}	Mean	38.47	42.93
3.		Std. Deviation	2.264	1.668
4.	Most Extreme Differences	Absolute	.193	.183
5.		Positive	.129	.151
6.		Negative	-.193	-.183
7.	Test Statistic		.193	.183
8.		Asymp. Sig. (2-tailed)	.137	.191

Based on the results of the statistical analysis of the normality test, the significance value for the ability to speak in the experimental group was 0.137 at the pretest and 0.191 at the posttest. Therefore, it can be concluded that the normality test values for the pretest and posttest data in the experimental group have a normal distribution because each data has a significance value greater than 0.05.

**Table 6 Control Group Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Pretest	Posttest
N		15	15
Normal Parameters ^{a,b}	Mean	40.33	40.73
	Std. Deviation	1.345	1.100
Most Extreme Differences	Absolute	.198	.196
	Positive	.198	.148
	Negative	-.135	-.196
Test Statistic		.198	.196
Asymp. Sig. (2-tailed)		.118	.126

Based on the results of statistical analysis of normality testing, it was found that the significance value for speaking ability in the control group was 0.0118 in the pretest and 0.126 in the posttest. It can be concluded that the normality test values for the pretest and posttest data in the control group are normally distributed because each data has a significance value greater than 0.05.

Hypothesis testing was carried out using the t-test data analysis technique using the paired sample test. This test is carried out after the data is fulfilled. The results of the data analysis test showed that the data tested were normally distributed and homogeneous from both the initial test results of the experimental and control groups and the posttest of the experimental and control groups. Acceptance or rejection of the hypothesis is carried out through the following criteria: If the significance value is > 0.05 , the decision is to accept H_0 and reject H_1 . This means that there is no effect of pop-up book media on the speaking ability of children aged 5 to 6 years in Kindergarten, Baros District, Serang-Banten Regency and if the significance value is < 0.05 then the decision is H_0 is rejected and H_1 is accepted. This means that there is an influence of pop-up book media on the speaking ability of children aged 5 to 6 years in Kindergarten, Baros District, Serang-Banten Regency.

Table 7 Results of the Experimental Group Hypothesis Test Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest- Posttest	-1.66667	1.54303	.39841	-2.52117	-81216	-4.183	14	.001

Based on the table above, the Sig value is 0.001. It states that $0.001 < 0.05$ so it can be said that H_0 is rejected and H_1 is accepted. In this way, the hypothesis which reads "there is an influence of pop-up book media on the speaking ability of children aged 5-6 years in Kindergarten, Baros District, Serang-Banten Regency" is declared accepted. While the data obtained was tested using SPSS 22 for the control group, the hypothesis results are obtained as below.

Table 8 Control Group Hypothesis Test Results Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest- Posttest	-86667	1.84649	.47676	-1.88922	.15589	-1.818	14	.091

Based on the table above, the Sig value is 0.091. It states that $0.091 > 0.05$ so it can be said that H_0 is rejected and H_1 is accepted. In this way, the hypothesis which reads "there is no effect of pop-up book media on the speaking ability of children aged 5-6 years in Kindergarten, Baros District, Serang-Banten Regency" is declared accepted. The results of testing the data were the results of the pretest and posttest in the group before and after getting treatment or treatment there is a significant difference. Before getting treatment or treatment the average value obtained by the experimental group was 38.47 and after getting treatment or treatment the average value obtained by the experimental group was 42.93. Indicators that appear or are seen in a child's speaking ability are (being able to answer questions according to questions, being able to name objects that are around, being able to say five to seven simple sentences, being able to name

sounds or sounds from animals, being able to understand several commands simultaneously, able to retell simple and easy stories, able to give greetings, able to answer greetings, able to answer the names of animals in the pop-up book in sequence and correctly, able to ask questions using the words "what, who and how", able to mention some names day of the week, able to speak fluently using complex sentences, able to name his friends, able to use prepositions such as "inside, outside, under, above, beside", and able to communicate verbally). This can be seen clearly showing that there is a significant difference in the experimental group because when conducting experimental tests with pop-up book media, it can be seen that the Sig value is $0.001 < 0.05$, then H_0 is rejected and H_1 is accepted, which means that there is an influence on speaking ability when given treatment or treatment using pop up book media, the treatment gives effect to children in teaching and learning activities. This is because it is significant because in ongoing learning activities children become more enthusiastic and enthusiastic. Thus the experimental class using pop-up book media gets optimal results.

Whereas in the control group there were also differences but not significant before getting treatment or treatment the average value obtained by the control group was 40.33 and after getting treatment or treatment the average value obtained by the control group was 40.73 because there are other variables outside the research. This group was not given treatment, namely by using a storybook. It can be seen clearly that it has a Sig value of $0.091 > 0.05$. Thus in this study, there was no significant difference, H_0 was accepted and H_1 was rejected which means there is no effect on speaking ability when given treatment using storybook media in general. The results of testing the hypothesis between the results of the pretest and posttest of the experimental group to the pretest and posttest of the control group prove that pop-up book media can affect the speaking ability of children aged 5-6 years, especially in the experimental group as the group that was given treatment compared to the control group as the comparison group which only used storybook media.

By using pop-up book media, children will be curious to participate in learning activities because indirectly children can play while learning. Based on the results of the study, at first, it was seen that some of the children's speaking abilities had not been stimulated optimally and the use of the media was still less varied, it was seen that the teacher still used storybook media in general. During the research, some things can be used as positive values. Pop-up book media given to children indirectly also affects the development of other children's abilities such as gross and fine motor skills, namely when children imitate animal movements, cognitive abilities, namely when children think to answer questions given by researchers after using pop-up book media, as well as social-emotional abilities, namely when children are patient to listen to stories used by researchers.

The use of pop-up book media can also have a positive impact on schools and teachers. The use of this media can provide input for teachers that providing learning activities to children must be fun activities so that children become enthusiastic, interested, and not easily bored. Strengthened by relevant research according to Desi Maisura Sidabutar about the effect of using pop-up book media on the linguistic intelligence of children aged 5 to 6 years, Novita Kurniawati and Endang Pudjiastuti about pop-up book media-based conversation methods on the speaking ability of group A children, and Tisna Umi Hanifah on the use of thematic-based pop-up book media to improve the verbal-linguistic intelligence of children aged 4 to 5 years. Thus, children's abilities can develop optimally.

CONCLUSION

The novelty in this study was carried out because previous researchers had not examined children's speaking abilities but used the same media, namely pop-up book media. This study examines the effect of pop-up book media on the speaking ability of children aged 5-6 years. This study involved two groups, namely the experimental and control groups. The experimental group was the group that received treatment in the form of pop-up book media, the experimental group's mean pretest score was 38.47 and after getting treatment the posttest average value was 42.93. Meanwhile, the control group was the group that did not receive treatment, namely using story books, the control group's pretest average value was 40.33 and after getting treatment the posttest average value was 40.73. From the results of hypothesis testing, it was found that there was a significant effect. This is evidenced by the acquisition of the Sig value in the experimental group hypothesis testing, which is equal to 0.001. Based on the provisions of the Sig. value <0.05 , H_0 is rejected and H_1 is accepted and it can be stated that there is an effect on speaking ability when given treatment or treatment using pop-up book media. The results also show that the speaking ability of children aged 5-6 years who received treatment using pop-up book media was better than the speaking ability of children aged 5-6 years who received treatment using storybooks.

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