

## Development of Individual Language Ability in View of Self-Ability in Early Childhood

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### ABSTRAK

Tujuan artikel ini adalah untuk memberikan informasi terkait topik perkembangan pada anak yang meliputi aspek fisik dan mental. Salah satu aspek perkembangan mental pada anak adalah perkembangan bahasa. Sejak dini kemampuan berbahasa anak harus dilatih dan diasah dengan baik karena bila dijadikan alat pada dasarnya merupakan ungkapan pikiran dan perasaan yang terlaksana dengan baik, karena dengan bahasa manusia dapat mengetahui kebutuhannya dengan baik. Anak belajar bahasa seperti halnya mempelajari hal lain, yaitu dengan meniru dan mengulang kata-kata yang digunakan orang dewasa. Teknik penelitian yang digunakan dalam penulisan artikel ini adalah studi kepustakaan yaitu dengan meneliti dan memahami buku-buku, dokumen atau sumber tertulis lainnya yang relevan dan mendukung kajian perkembangan bahasa yang didukung dengan klarifikasi hasil survei dan observasi lapangan secara acak di Kota Medan. Perkembangan bahasa pada anak usia dini harus dirangsang sejak dini karena peran bahasa sangat penting bagi kehidupan manusia dalam berinteraksi satu sama lain. Faktor-faktor yang mempengaruhi perkembangan bahasa: 1) Kesehatan, 2) Kecerdasan, 3) Status sosial, 4) Jenis Kelamin, 5) Hubungan keluarga.

**Keyword: Kemampuan Berbahasa; Keterampilan Pribadi; Anak Usia Dini**

### ABSTRACT

*The purpose of this article is to provide information related to the topic of development in children which includes physical and mental aspects. One aspect of mental development in children is language development. From an early age, children's language skills must be trained and honed properly because when used as a tool, it is basically an expression of thoughts and feelings that are carried out well, because with language people can know their needs well. Children learn language like they learn other things, namely by imitating and repeating the words used by adults. The research technique used in writing this article is literature study, namely by researching and understanding books, documents or other written sources that are relevant and support the study of language development which is supported by clarification of survey results and random field observations in Medan City. Language development in early childhood must be stimulated from an early age because the role of language is very important for human life in interacting with each other. Factors that influence language development: 1) Health, 2) Intelligence, 3) Social status, 4) Gender, 5) Family relationships.*

**Keyword: Language Ability; Personal Skills; Early Childhood**

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## 1. INTRODUCTION

### A. Background of the Study

Early childhood is the earliest stage in which every individual experiences the development of skills as a form of meeting the skills demands of the 21st century because this age is the foundational age for the development of all aspects of children's development. Developing aspects of child development will help

children have skills and life skills so they can interact well in their environment. Mamat Supriatna (2006) stated that life skills as the core of an educator's competence and results are the skills a person has to have the courage to face life's problems and life naturally without feeling pressured, then proactively and creatively search for and find solutions so that in the end they are able to find a solution.

Nowadays, developmental expectations in early childhood do not reach significant maturity, especially in literacy and language maturity which should be used in interactions in daily life. A child's language skills will determine the child's acceptance in their environment. Language ability is one aspect that can assess how well an individual is able to live their life.

Literacy and language development in early childhood aims to build a foundation in children that serves as the basis for children's language skills at the next stage and prepares children to be able to adapt to their environment. Developing literacy from an early age will encourage children to become individuals who always try to learn throughout their lives (UNESCO, 2017). The development of the meaning of literacy has an effect on language development in early childhood. The conventional meaning of literacy as language skills leads to the conventional development of language skills in early childhood as well.

Understanding language skills in early childhood builds a basic understanding of language and sounds. In early childhood, understanding the meaning of language and sounds is through the process of hearing what other people say around them and continuing to store new vocabulary as it appears through their auditory perception. Young children can now understand common expressions and simple instructions used in routine situations. The development of language skills in early childhood results in the emergence of new vocabulary. Even though young children accept a lot of things that happen, including a lot of new vocabulary in their lives, young children will still have difficulty using it again, including pronunciation. From this situation, assistance is needed in every process of understanding and using the words that they have understood. This condition is in contrast to what has been seen, namely that quite a few young children sometimes use the meaning of the words they use incorrectly.

According to Whitehead (2010), the meaning of literacy in early childhood today refers to the meaning that literacy is an ability related to reading, writing, listening and speaking. This means that language skills in early childhood begin with understanding letters, words and sounds in a language. Morrisson (2013) stated that language mastery is innate in all children regardless of culture and religion. This means that from birth to the age of 6 years old children already have literacy skills including language, even though they do not study specifically, children learn language through interaction with the environment where the child lives.

In Whitehead's (2010) view, young children have literacy experiences before they go to school and what they know about literacy is very important for their development. Children first learn literacy from their own homes through interaction with their parents and in a fun way without intimidation. Then Morrison argued that young children need to learn to build a culture of literacy or language naturally. Introduction to children's language culture will basically internalize a system of rules related to specific sounds and meanings and children will acquire language skills in an amazing way.

In fact, the development of early childhood needs to receive more attention, including early childhood in the city of Medan. That some young children were found to experience the development of their language skills from just one stimulus, namely hearing someone speaking nearby, even though language development skills should mostly come from their parents' care. Early childhood children learn many new words and begin to make great progress in simple sentences and perfecting their grammar through what they hear without parental assistance. This is very unfortunate because at this time children receive education independently from what they hear in their environment, not from their parents' care.

Therefore, children learn language without understanding the context of its use. This causes many children to be assessed as using characters in language that refer to negative things, which are obtained from the environment they hear. Because basically it is impossible for parents who are responsible for their children's education to provide care that refers to the negative, one step or two steps must be returned to something positive. Because in the development of children's abilities, there is a parent's hope that the child will become a good person.

However, parents are not aware of this because there are so many demands placed on them that they do not pay special attention to the development of their children's language skills specifically and intensively. Therefore, children receive language education independently through the environment they hear. Language development is a process of change where children learn to recognize, use and master higher levels of various aspects of language and speaking (Asrori, 2020).

The development of language skills aims to ensure that children are able to communicate verbally with people around them. This means that the environment also influences early childhood language development, a good environment means the child's development will be good, but on the other hand, if not, the child will also participate in that environment in the language context. At this age, children become better able to listen to and understand conversations, stories, songs and poetry. It is often seen that young children

start conversations talking about things they are interested in, and speak clearly enough for strangers to understand them. In fact, the first education in early childhood is the family environment, where the family environment is expected to create a good language culture to facilitate the development of language skills in early childhood. Suciati (2017) explains that the role of parents in early childhood language development is influenced by the socio-economic conditions of the family, including the way parents care for, communicate, volunteer, make decisions, and even interact with the surrounding community.

Each parent has their own way of raising children, which is called parenting, or parenting style. Parenting style is the most prominent or dominant pattern of parental behavior in dealing with their children on a daily basis. Parenting style is a form of parental attitude to educate children in the family. An effective parenting style will support the child's personality development, including language skills in early childhood. (Euis Sunarti, 2004) Parenting style is a way, form or strategy in family education carried out by parents for children. The strategies, methods and forms of education carried out by parents for their children are of course based on the parents' expectations. It is hoped that the education provided by parents will enable children to survive according to their environment by cultivating potential in the form of inner, mental and physical strength in each child (Anto, et al. 1998). The role of parents is very large in the development of early childhood language skills, where the role of parents is the beginning of the formation of an individual which involves an individual focusing on a particular language, rules, beliefs and culture. This is what helps the process of forming an individual from an early age who is accustomed to certain habits that enable children to carry out activities and follow existing patterns in their daily life.

### **B. Problem of The Study**

The research problem is a special problem related to the development of children's language skills which is seen and assessed from the perspective of the child's abilities in living his life. The heterogeneous nature of children's development causes many factors to influence the development of children's language skills throughout their lives. By knowing certain factors, as a parent or adult you are able to place yourself in the position of providing the right stimulus so that the developmental results that emerge are of good quality. Lubis, H. Z. (2018) explains that the factors that influence language development: 1) Health, 2) Intelligence, 3) Social status, 4) Gender, 5) Family relationships. The methods used in developing preschool children's language are the story method, play method through games, conversation method, question and answer method, role playing method and socio drama method.

### **C. Research's State of the Art**

The literature review carried out identified the theoretical basis of a study on the development of children's language and communication skills in line with the opinion of Marisa, R. (2015). Language abilities can generally be divided into receptive abilities (hearing and understanding) and expressive abilities (speaking). The novelty of this research is to describe and clarify individual abilities in forming and developing children's language skills in speaking in their lives. Language as a means of communication is expressed verbally, in writing, with signs or using certain symbols that have been agreed upon and used to enrich vocabulary and express oneself in a community (Wicaksono, 2016). The form of children's participation in communication or conversation regarding various information shows that children are starting to practice listening, listening, solving problems, controlling themselves with their environment, relating and interacting socially with others around them. Language skills in children, especially vocabulary mastery, are important activities. Mastery of vocabulary is very important because it will influence the developmental aspects that must be developed in children. By using language, children will be able to convey their situation to gain a status of connectedness with other people. However, one's ability and competence in language needs to be analyzed for possible factors that influence an individual's language maturity in their life.

## **2. RESEARCH METHOD**

### **A. Type and Design**

The research design used is the literature review method. The use of this method is related to the development of children's language skills. Literature reviews can be carried out from several sources such as national and international journals which are carried out using three databases (BASE, Science Direct, and Neliti) and relevant textbooks or handbooks regarding research results. In connection with the existence of current research, connecting research with existing literature, and filling gaps in previous research (Creswell, 2016). The data analysis technique in this research uses descriptive analysis with frequency distribution techniques. The articles in this literature review use research articles containing observations, which contain abstracts, introductions, discussions and conclusions. In compiling this literature review, we used an article search strategy utilizing databases found on Google Scholar, Sinta and Scimago. Key words in finding articles that will be used in this literature review are "language skills, self-efficacy, early childhood". Data for the criteria for compiling literature are 1) research or observation articles, 2) articles from trusted sources, 3)

published articles in 2014-2021. A simplified approach was used, namely data analysis carried out by compiling the articles found and simplifying each research result.

#### **B. Data and Data Sources**

Lubis, H. Z. (2018) explains that the factors that influence language development: 1) Health, 2) Intelligence, 3) Social status, 4) Gender, 5) Family relationships.

Tabel 1. Literacy Results of Children's Language Development

No.	Aspects	Conceptual Field Data Results
1	Health	<p>The contribution of health to the process of children's language development. Any disturbance to a child's health will affect his language development. When a child experiences health problems such as high fever, headache, body weakness, steps and so on. So children cannot optimally absorb the stimuli in their environment. Because the child's focus on the current condition is disturbed by his own condition. Meanwhile, when a child is in a normal condition, with a healthy body, the child can respond optimally to stimuli in his environment because his focus is not disturbed by his health. Therefore, healthy children will grow and develop faster than children who are unhealthy and often sick. Language development is influenced by the environment because language is basically the result of learning from the environment. Children learn language like they learn other things, namely by imitating and repeating the words used by adults.</p>
2	Intelligence	<p>Several research results indicate that there is a relationship between measuring intelligence and measuring language development (vocabulary, articulation abilities, and indications of language maturity abilities). A Russian scientist, Vygotsky (1978) in Papalia, 2009) said that language is a learning tool, so it can be predicted that if a child experiences deficiencies in language development, this will affect his learning acquisition. Usually children who experience rapid development in their language are classified as smart children. Meanwhile, a child who talks a lot (talkative) is not a measure of a child's language ability because sometimes a child who is quiet and doesn't talk much doesn't mean he is stupid, but sometimes he has intelligence for a child's language ability because sometimes a child is quiet and doesn't talk much. That doesn't mean he's stupid, but sometimes he has intelligence.</p>
3	Social status	<p>Children from middle economic classes are said to have faster language development compared to children from low economic class families (Berk, 2009). Parents from middle to upper class families are thought to have a sufficient level of education to be able to facilitate language development in children, they can provide various tools, such as books and stationery for language development. This causes children to have a larger vocabulary (Hoff, 2004, 2006, in Berk, 2009). Usually in upper middle economic conditions, parents will pay more attention to their children compared to lower middle economic conditions. Attention is in the form of the child's 'way of speaking' and guiding the child to 'speak' well and correctly.</p>
4	Gender	<p>Many studies state that girls' language development is faster than boys. Girls can talk faster than boys. They have faster development of vocabulary acquisition (Fenson et al, 1994 in Berk, 2009). Based on this statement, it can be seen that the brain development of boys is relatively slower than the brain development of girls. In boys, the part of the left brain that controls thought processes develops faster than the part of the right brain that controls spatial relationships. Because the relationship between the two parts is not yet fully formed, boys generally master mathematics and cause and effect first rather than language and reading skills (Gracinia, 2005). This is caused by the influence of hormones and brain structure. The left brain function for boys' language skills develops more slowly than girls. So boys' sentences are shorter and less grammatically correct, their vocabulary is smaller, and their pronunciation is less precise and clear than girls. Boys are usually faster in motor development because boys generally put a lot of energy and concentration into physical activities. As a result, boys are slower to practice</p>

5	Family relationships	<p>language. Meanwhile, girls develop language and reading faster. Another thing that influences this difference is family environmental factors and children's play culture.</p> <p>Relationships with those closest to you play an important role in development, especially in emotional, intellectual and personality development. Not only is the quality and quantity of contact with others an influence on the developing child, but the breadth of the range of contacts is important for learning and healthy personality development. In general, parents are the most influential in helping children find sexual role identification. If there is no appropriate sexual role model in the family environment, children can adopt some of the characteristics of parents or siblings of a different gender. When children fail to have quality interpersonal relationships with individuals who are "mothers," they experience emotional deprivation. The most prominent feature of emotional deprivation, especially during the first year, is developmental delay.</p>
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### **C. Data Collection Technique**

This technique is also called library study, which is a way of searching for literature containing theories from scientific works, both published and unpublished, in the form of hard copies or soft copies in books (e-books), papers, online journals. This literature technique is used as a primary data collection technique in testing whether the research results obtained regarding the process of children's language development are true or not.

### **D. Data Analysis**

Research with a qualitative design means that in principle the stages of analyzing data collected from field studies are carried out from the beginning on a continuum, Nasution (1988:129) states that: "the data analysis process must be carried out from the beginning when research activities begin." Data obtained from the field is immediately described in written form and analyzed, then returned to the field to search for the truth so that the data obtained can be confirmed, therefore a sharp and careful examination and understanding of the interconnected components is needed.

## **3. RESULTS AND DISCUSSION**

### **A. Results**

One of the abilities that must be developed in children is language. Language is a tool for human interaction to convey messages or ideas that are in his mind. Good language skills can determine the success of communication in today's all-oral society. The use of language is very important for everyday life because with language a person can communicate and form social interactions. Vocabulary plays an important role in everyday life. A person can express ideas and thoughts by using good sentences and organizing meaningful vocabulary. Language skills mean being skilled at listening, speaking, reading and writing in Indonesian. Experiencing Indonesian language and literature means students have knowledge of Indonesian language and literature, and have a positive attitude towards Indonesian language and literature.

### **B. Discussions**

Children's potential that is developed through providing educational stimuli at the golden age includes aspects of language, social-emotional, cognitive development, art and physical motor skills, so that at this time, children experience very rapid development (Wewe, 2020). Content standards regarding the level of achievement of children's development are in accordance with Minister of Education and Culture Regulation (Permendikbud) No. 137 of 2014 on the scope of language development for children aged 4-5 years, explicitly explains that at the age of 4-5 years the language development that children should experience is that children can understand language (express their opinions to other people, repeat simple sentences), express language (retelling stories that have been heard) as well as literacy (recognizing symbols) (Dikbud, 2014).

In the scope of development of expressing language, children are not yet able to repeat the contents of other people's conversations. Language development in early childhood must be stimulated from an early age because the role of language is very important for human life in interacting with each other (Ngura et al., 2018, p. 7). The role of language for early childhood as quoted by Suhartono (2019) includes thinking, listening, speaking, and reading and writing so that a child can express intentions and even opinions to others (Pebriana, 2017). Previous research was conducted by Yubaedi Siron entitled "Analysis of the Ability to Use Verbs in 5 Year Old Children." The research results show that very many words are produced by young children. The verbs spoken can already be known and understood by their playmates. Children understand verbs still using basic words. The child's pronunciation when using sentences is still unclear. The use of verbs in children aged

5 years must be balanced with the use of complete sentences. Thus, children need to be stimulated continuously, especially in language aspects (Siron, 2016).

This research procedure was carried out in three stages, namely 1) orientation stage. At this stage the researcher describes the information obtained. 2) selection stage, where the researcher determines the focus of the problem based on the information obtained. 3) selection stage. The researcher describes the focus of the problem that is determined then, collects data based on the problem for analysis. In the first aspect, namely the scope of development of understanding language with aspects that are observed, listening to other people's words, understanding two commands given simultaneously, answering questions according to the question, understanding the story that is read, getting to know the vocabulary of adjectives and hearing and differentiating the sounds in the language. Indonesian.

The second scope of development is expressing language with the observed aspects, namely repeating simple sentences, asking questions using correct sentences, answering questions according to the context of the question, expressing feelings with adjectives, mentioning familiar words, expressing opinions to other people, stating reasons. about something you want, retell stories or fairy tales you have heard, enrich your vocabulary, participate in conversations.

In the third scope of development, namely literacy with the observed aspects, namely recognizing symbols, recognizing the sounds of animals or objects around them, making meaningful scribbles, imitating writing and pronouncing the letters A-Z. At this stage of development, children can already differentiate between animal sounds, for example the sounds of goats, chickens and cows, but it is still difficult to differentiate between the sounds of chickens and ducks.

The development of each child is different based on the characteristics of each child. Based on the Child Development Achievement Level Standards (STPPA) in the scope of language development, children aged 4-5 years must be able to: 1) understand commands, which are included in understanding language which consists of listening to other people's words (mother tongue or other language), understand two commands given at the same time, understand the story being read, know the vocabulary of adjectives (naughty, stingy, kind, brave, good, bad), hear and differentiate sounds in Indonesian. 2) Able to express language, consisting of repeating simple sentences, asking questions using the correct sentences, answering questions according to the question, expressing feelings with adjectives (good, happy, naughty, stingy, kind, brave, kind, bad), mentioning words, familiar words, expressing opinions to other people, stating reasons for something you want or disagreeing with, retelling stories/tales you have heard, enriching your vocabulary, participating in conversations. 3) Being able to recognize literacy consists of recognizing symbols, recognizing the sounds of animals/objects in the surroundings, making meaningful scribbles, imitating (writing and pronouncing) the letters A-Z. Research shows that children aged 4-5 years are capable of developing literacy but still need guidance from caregivers, namely mothers or parents. The scope of development of expressing language in the storytelling aspect and the scope of development of understanding language in the aspect of understanding two commands simultaneously.

With this, children are still very stiff in interacting and communicating, it requires a long process for children to be able to adapt to their friends and environment. Children's language abilities require long adjustments in the process of language development so that children are trained continuously regarding the pronunciation of words. If the child makes a mistake in pronouncing it, it needs to be corrected by telling them the correct use of the word. So that children can understand better, caregivers need to speak accompanied by expressions or body language. However, it all comes back to the level of development of each child, because each child experiences different development. There are children who respond easily and there are also those who are slow in the development process. As for aspects of language development, Laksana, et al. (2021), namely: 1. Listening to other people's words (mother tongue or other language) 2. Understand two commands given simultaneously 3. Understand the story being read 4. Get to know vocabulary regarding words 5. Repeating simple sentences and answering simple questions 6. Express feelings with adjectives 7. Mention known words 8. Express opinions to other people 9. State the reasons for something you want or disagree with. 10. Retell stories/tales you have heard 11. Get to know written symbols 12. Get to know the sounds of animals/objects in the surroundings 13. Make meaningful doodles 14. Imitate letters.

#### 4. CONCLUSION

The development of language skills in young children who are optimally stimulated at an early age can help them in the next stages of life development. The development of language skills in early childhood results is more effective if the caregiver is the biological mother and is stimulated by a positive environment and good language. Where in early childhood, language skills are triggered by just one stimulus, namely hearing. Early childhood children learn language from what they hear and what they see. Therefore, the

development of language skills in early childhood is achieved optimally through a positive environment and effective parenting.

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