

# Increasing Language Development Of Children At Kindergarten Age

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**Abstract.** Language Development allows children in kindergarten age to learn to understand and control themselves. When children learn to talk, they unintentionally develop their knowledge of the primary language for children. Children in their life and environment can develop this knowledge, both at home, in play life, and at school. For kindergarten-age children in school life, the teacher's knowledge of children's language is useful for planning, implementing, and in learning. The development of children's language learning for kindergarten is a teacher who helps in early development. To achieve these goals, then understand the teacher about discussing listening and speaking properly. The teacher's talk in class determines children's oral participation and participation to renew the child's language.

**Keywords:** Language Development, Teachers, Kindergarten Age Children.

## 1. Introduction

Early Childhood Education (PAUD) is part of Pre-school education. This education has explicitly regulated in the Law of the Republic of Indonesia Number 20 the Year 2003 article 28 article 1, stated in paragraph 3 that PAUD in the formal path takes the form of kindergarten (TK), Roudatul Athfal (RA), or other forms equivalent (MoNE: 2003). In the 2003 National Education System Law chapter II, Article 3, PAUD aims to develop children's potential optimally so that necessary behaviors and abilities according to their level and development (Depdiknas, 2003). The potential of these children can be developed through learning activities to prepare for further development of students. The activity is an effort to develop behavior formation and child development—the development of these necessary abilities, including the development of language skills.

Language development allows children to learn to understand and control themselves. When children learn to talk, they unintentionally develop their knowledge of the primary language for children. Children in their life and environment can develop this knowledge, both at home, in play life, and at school. For kindergarten-aged children in school life, teacher knowledge about children's language is useful for planning, implementing, and evaluating learning. Thus the teacher should have extensive knowledge about children's language development and how to develop it, both in listening, speaking, reading, and writing.

## 2. Method

Based on the study of literature in the literature review formed research questions, namely 1). the meant of language development, and 2) the way to expand language development in kindergarten age children. The type of data used is secondary data. The data collection method is a literature study. The method to be used for this study is the study of literature. The data obtained are compiled, analysed, and concluded to get conclusions about language development in kindergarten age children.

### 3. Result and Discussion

#### The Nature of Childhood Language Development in Kindergarten

Basic Development and Indicators of Children's Languages. Children aged 5-6 years have competence, which has (1) developmental standards, (2) basic development, and (3) indicators. These things, in full are presented in Table-1 (Musbikin, 2010: 166-171) below.

Table 1. Basic Developmental Standards and Language Indicators for Children 5-6 Years  
(Musbikin, 2010: 166-171)

Developmental Standards	Basic Development	Indicator
Children can communicate verbally, have a vocabulary, and recognize symbols to prepare for reading, writing and counting.	Can hear and distinguish the sounds of sounds, words and simple sentences.	<ul style="list-style-type: none"> <li>• Distinguish certain sounds.</li> <li>• Distinguish words that have the same initial syllable (feet, times, etc.) and the same ending syllables (names, same, etc.).</li> <li>• Retelling stories coherently.</li> <li>• Perform 3-5 commands in succession correctly.</li> <li>• Shows some requested or desired pictures.</li> <li>• Imitating sounds.</li> <li>• Replicate 4-5 word order</li> </ul>
	Can communicate or speak fluently with the correct pronunciation.	<ul style="list-style-type: none"> <li>• State your name, parents, gender, date and month of birth, and complete home address.</li> <li>• Communicate verbally with his own language (according to the age of the child).</li> <li>• Telling experiences or events simply by coherently.</li> <li>• Receive a simple message and convey the message.</li> <li>• Answering simple questions.</li> <li>• Speak fluently using complex sentences of 5-6 words</li> <li>• Tell stories using the pronouns me, me, you, him or them.</li> <li>• Mention the name of the object being seen.</li> <li>• Have conversations with peers or adults.</li> <li>• Mention movements, such as squatting, sitting, running, eating, etc.</li> <li>• Provide information relating to the position or description of the place, for example, outside, inside, above, below, in advance, etc.</li> </ul>
	Can understand that there is a relationship between oral and	<ul style="list-style-type: none"> <li>• Use words that indicate order.</li> <li>• Make a picture and tell the contents of the picture with a few scratches or writing in the form</li> </ul>

Developmental Standards	Basic Development	Indicator
	written (pre-reading)	<p>of letters or words.</p> <ul style="list-style-type: none"> <li>• Tells about pictures provided or made by yourself in clear order and language.</li> <li>• Sort and tell the contents of series drawings (4-6 pictures).</li> <li>• Read illustrated stories and tell them</li> </ul>
	Can understand that there is a relationship between pictures and writing (pre writing)	<ul style="list-style-type: none"> <li>• Connect and mention simple writing with symbols that symbolize it.</li> <li>• Read some words based on pictures, writing, and objects that are known or seen.</li> <li>• Make streaks or writing in the form of letters or words based on the pictures he made</li> </ul>

Tables should be typed and included in the main body of the article. The position of tables should be inserted in the text as close to the point of reference as possible.

Language development is directed so that children are able to use and express their thoughts using words. In other words, language development is more directed so that children can: (1) process data comprehensively (2) understand every word, (3) interpret and convey it in full to others (4) argue, convince people through the words they say. (Learning Guidelines for Language Development in Kindergarten, 2007) According to (Sumartini, 2016) Language development is one of the six spheres of child development that must be developed in early childhood in kindergarten. Development of learning materials related to children's language is very important to be able to improve children's communication skills in accordance with the stages of age and so that children can socialize with people around them.

The development of learning materials in language development activities in kindergarten should be adjusted to the basic competencies of the scope of language development contained in Permendikbud number 146 of 2014 and the standards for achieving children's language development in accordance with Permendikbud number 137 of 2014. Whereas children's language skills in Permendikbud Number 137 of 2014 include accept language, express language, and understand literacy. Language development materials developed in early childhood must be in line with the development of other abilities, so that children develop holistically.

Language is the main form in expressing thoughts and knowledge when children have relationships with others. In accordance with its function, language is a communication tool used by someone in relationships or relationships with others. Language has an important role in improving children's intellectual, social and emotional development. As with other aspects of development, language is not necessarily directly obtained by individuals, but is completed in accordance with other aspects of development. The process of children beginning to recognize communication with their environment verbally is called the acquisition of children's language. First language acquisition by children from the beginning without language has gained a language ability. Announcement of more about the function of communication in terms of language and has the nature of perfection and has a complaint, which moves from saying one simple word to a more complex combination of words

Indonesian is the language of instruction in all education levels and schools from kindergartens to universities. Because of this function, language plays a vital role in the renewal and improvement of the quality of education, especially kindergartens. The development of language skills in kindergarten to make the students able to communicate verbally with their environment. Furthermore, the intended environment is for children, including the environment of

peers, playmates, adults, and those at home, at school, and neighbours around their homes. Therefore, understanding of children's language development should not be ignored by the teacher. Thus the teacher's insight about the development of the language is expected to be the basis and guidelines when the teacher implements his learning program.

One area of development in the growth of basic skills in kindergarten is language development. Language allows children to translate experiences into symbols that can be used to communicate and think. According to Vygotsky in Wolfolk (1995) in Susanto (2011, 73) states that: "language provides a means for expressing ideas and asking questions and it provides the categories and concepts for thinking". In line with the opinion of Susanto (2011: 74) that "Language is a tool for thinking, expressing oneself and communicating. Language skills are also important in the context of conceptualization, information and problem solving. Through language, we can also understand the communication of thoughts and feelings ". With language children can interact with others and discover many new things in the environment. With language also children are able to pour an idea or ideas towards these desires.

Aspects related to children's language development according to Jamaris (2006) in Susanto (2011: 77) can be divided into three aspects, namely:

- a. Vocabulary. As the child's development and experience interacts with the environment, the child's vocabulary develops rapidly.
- b. Syntax (grammar). Even though the child has not learned grammar, but through language examples the child hears and sees in his environment, the child has been able to use spoken language with a good sentence structure.
- c. Semantics. Semantic means to use the word according to its purpose. Children in childhood can already express their desires, rejections, and opinions by using the right words and sentences.

Understanding the language development of kindergarten-age children is the teacher's efforts to expand the development of children's language to achieve the goals of early childhood education. Purposefully, the teacher's understanding of language, especially listening and speaking, needs to be well understood.

Language development is related to cognitive development, which means that the intellect / cognition factor is very influential in the development of language skills. Baby, the intellectual level is not yet developed and is still very simple. As the baby grows and develops and begins to be able to understand the environment, language begins to develop from a very simple level to complex language. The acceleration of children's language development occurs as a result of the development of symbolic functions. If the development of language symbols has developed, then this allows children to expand their ability to solve problems and enable children to learn from the language of speech of others. Without language, one cannot communicate with others. Children can express their thoughts using language, so that others can capture what is thought by children. Communication can be established well through language so that children can build relationships. Children begin to dare to express a matter through their language abilities so that children are able to begin the process of improving their speaking skills.

## **Overview of Kindergarten Curriculum**

In some situations and conditions, the kindergarten curriculum emphasizes activities that involve active participation with practice; independent activity approaches not entirely aligned with the elementary school curriculum. In other situations and conditions, the curriculum in kindergarten has more academic approaches, with time to do activities in a seat with paper and pencil. It is the part of formal reading curriculum and language science for grade 3 level (Devault, 2003)

Regarding the kindergarten curriculum, the focus is on "a curriculum developed appropriately." It means that the kindergarten curriculum according to the level of development in each kindergarten class. Some kindergartners may come to school without having pre-school experience, and others may have two years of experience in pre-school education. Because of this difference, there are several levels of child development. However, it is vital to have a curriculum developed adequately so that the individual needs of the child can be through various learning opportunities.

The most successful kindergarten curriculum provides a gradual transition from informal learning activities into learning activities that involve direct instruction across groups that characterize elementary schools. At the beginning of the new school year in kindergarten, learning activities resemble informal learning activities in pre-school education. Gradually throughout the school year and taking into account the child's developmental needs, learning activities become more formal, involving direct instruction and activities related to paper and pencil. With this transition, the learning activities described involving informal and exploratory activities as well as teacher-guided learning activities. Teachers can expand children's language development during kindergarten by providing a rich curriculum in the opportunity to use and explore language in both types of learning activities.

## **Guidelines For Teacher Interaction with Kindergarten Children**

### **Teacher communication**

In teaching and learning communication, face to face teacher a very important role in the classroom. The role is to optimize teaching and learning activities. There are three essential abilities of teachers that must be realized in this regard, namely; the ability to plan activities, to carry out activities and establish communication. This ability is called essential generics. These abilities are equally important because the teacher can not only plan according to plan, but must also be skilled in carrying out learning activities as well as skilled in creating a communicative learning climate.

A PAUD teacher must be able to capture responses from students, both verbal and nonverbal responses. What things do students do when the teacher enters the room and what is said by students, the teacher must be able to communicate it well. The ability to communicate is not limited to being smart or not as much as what he is talking about, but rather how a PAUD teacher is able to create good, fun, and beneficial communication for children. With good communication between teacher and student, the learning process that occurs in kindergarten will take place well and optimally. Dynamic interaction between teacher and student will create a dynamic learning climate so that children can participate in all activities and lessons being taught. Interaction that is established in kindergarten in teaching and learning 3 is to further explore children's personalities, stimulate intelligence, and hone children's talents

### **Kindergarten**

At an early age, children will experience the process of character formation with a stimulus given by parents and teachers who teach in kindergarten. In the process of character formation, children are taught and accustomed to apply and speak good words in everyday behaviour. The role of the teacher is as important as the role of parents in the process of assisting learning. A teacher in kindergarten is expected to be able to establish good communication and interaction with children to create harmony in the learning process. Teachers must play an active role to always guide children to be able to determine what needs to be done and form a good and polite personality. At an early age, children are directed to become intelligent individuals, both intelligent and resourceful and resourceful. This is where the role of Early Childhood Education (PAUD) becomes important because teachers must actively teach various things to toddlers, both education and

behaviour. Kindergarten teachers must actively optimize children's intelligence through various stimuli that can be done to nurture children's intelligence.

Good learning interaction patterns in kindergarten are intended to further optimize golden age and foster children's confidence. The intelligence that children have from birth must be sharpened and directed so that children who study in kindergarten have more character and are superior compared to other toddlers. The character of children is formed early on in kindergarten to make children more ready and active to go to higher levels of education armed with intelligence and good behaviour that children have. Various obstacles and obstacles experienced by kindergarten in the teaching and learning process. Among them is the difficulty of directing children to behave regularly. A kindergarten teacher must be able to direct and educate children in ways that are easily understood by toddlers. A kindergarten teacher must be able to convey messages effectively but in a way that is light and easy for children to understand. For example with songs and games. A teacher is required to be creative in creating breakthroughs to convey messages to children. Through a way that is light and fun, it is expected that children are able to digest the message the teacher conveys.

Child's response to information in learning Shaping Behaviour is a response formation technique that is done by strengthening the child at every time the child is acting in the direction desired so that the child masters or learns to respond until one day it no longer reinforces the response. The response formation procedure can be used to train the child's behaviour in the learning process so that it is gradually able to respond to the stimulus well. Example: if a teacher gives information, the child's reaction as a listener can influence how the teacher acts. If a group of children nods their heads, this can strengthen the teacher to communicate even more excited. The communication delivered by the teacher is very clear so that the child can respond properly. To encourage children to respond to any information conveyed by the teacher, a discussion and simulation is held so that the child is more active when learning. At the time of discussion and simulation children's responses will vary in receiving information from the teacher. All children respond well, the child's response given to the information conveyed by the teacher during discussions and simulations is very varied. Children are very excited in participating in the discussion and simulation activities created by the teacher. These activities are very useful for training children in responding to information conveyed by the teacher.

Teachers respond to children in learning Teachers as professionals in the field of education, in addition to understanding philosophical and conceptual matters, must also know and implement technical matters in responding to children. These technical matters, especially the activities of managing and implementing teaching and learning interactions. In routine implementation every day the teacher uses multi-directional communication. Teacher communication during learning not only involves dynamic interaction between teacher and child but also involves dynamic interaction between one child and another. Teaching and learning process leads to the teaching process that develops optimal children's activities, thereby fostering active learning children. Discussion and simulation are teacher strategies to respond to children in learning that can be used by teachers to develop communication. Teachers must be able to respond to children in learning by making learning media interesting. In teaching activities, children need something that allows them to communicate well with the teacher, friends, and with their environment. Therefore, in the teaching and learning process there are two things that determine its success, namely the regulation of the teaching and learning process and the teaching itself, both of which have a dependency to create a good communication situation that allows children to learn.

The teacher's talk in class determines the stages for children's oral participation and influences the child's language. Some suggested guidelines for teacher interaction with kindergarten children:

**a. Use key interaction patterns**

Kindergarten teachers use the main interaction patterns strategically, including buffering languages, asking questions, verbal mapping, and mediation. The buffering language is used by kindergarten teachers to support and expand children's participation in personal conversations and class discussions. Verbal mapping and mediation were when teachers show how to use learning centers for kindergarten learners.

**b. Use a variety of Questioning Strategies.**

Questioning strategies at the kindergarten level are to discuss more complex phenomena that are not in front of them when the discussion is taking place. The teacher must use strategies that can expand the ability of children to think and present.

### **Language-Expanding Activities in Kindergartens**

Learning in kindergarten in connection with children's language development must use language development methods. However, learning in kindergarten is based on themes and centers applying language development, so the application of these methods must on the themes and centers used. Children aged 5-6 years have language skills that have standard development, essential development, indicators.

Speaking is an activity of expressing, expressing, conveying, or communicating thoughts, ideas, and feelings. Speaking also develops language skills and is influenced by listening skills. Speaking ability relates to the vocabulary that children get from listening and reading. Several things need to be considered in developing reading skills in kindergarten:

- a. Stages of reading development
- b. The ability to read readiness
- c. Signs of reading readiness
- d. Factors affecting reading ability
- e. Reading material
- f. Strategies for developing reading skills in kindergarten
- g. The purpose of developing reading skills
- h. Moreover, reading development methods.

Through Play, Activities has excellent benefits in developing children's language skills. With peers, the child needs to communicate, initially, through body language. The more age and vocabulary increases, the more children will use spoken language. Children will learn new words to enrich their language development and be able to use language more skillfully and flexibly. All those children can get through language play activities, where children will be able to arrange their language skills. Many vocabularies arise from children's interactions in children's play with their peers.

Storytelling is also an activity that someone does verbally to another person. Submission can be with or without tools about what to say. Children need to hear the message, information, or fairy tale delivered in the form of stories. When listening, children feel happy. Therefore, the person telling the story can convey it interestingly. In kindergarten, storytelling is one language development method that can develop several physical and psychological aspects of kindergarten children according to the nature of their development. The purpose of the method of telling stories in kindergarten is to train the power of comprehension, thinking power, concentration power, forming the development of children's fantasy or imagination, creating light conditions in the classroom in developing children's vocabulary.

Conversational activities can also mean verbal communication between children and teachers or between children and children through monologue activities and dialogue. It can also mean verbally communicating thoughts and feelings or manifesting receptive and expressive language skills (Dhieni et al., 2007: 7.4-7.5). The objectives of the conversation are as follows:

- a) Developing children's skills and courage in expressing their opinions to anyone.
- b) Allow children to express verbally.
- c) Improve children's pronunciation and speech.
- d) Developing children's intelligence.
- e) Add vocabulary.
- f) Train the child's catching ability
- g) Train the child's thinking and fantasy.
- h) Adding knowledge and experience of students.
- i) Give pleasure to students.
- j) Stimulate children to learn to read and write

Role-playing activities are to dramatize the way behavior in social relationships. The dramatization emphasizes reality. In this activity, children need to have played a role in dramatizing social relations problems. The purpose of playing a role in language development in

kindergarten is as follows: (1) train the ability to catch, (2) train the child to speak fluently, (3) train the power of concentration, (4) train to make conclusions, (5) help develop intelligence, (6) ) foster children's fantasy development, and (7) create a pleasant atmosphere.

Early childhood language development is a tool to establish children's communication with others. The purpose of the role playing method is so that children have a lot of vocabulary in interacting with others. But in reality, the ability to interact with peers is still very low. Children are still very shy to interact with others. influenced by various factors, one of which is the use of methods in learning. The role playing method is very important because it is useful for educators in helping their educational tasks. In general, the role playing method functions to direct students to gain a variety of learning experiences. Of course learning outcomes that use methods and don't use methods will have different results.

### **Teacher-guided activities**

Introducing the shape of letters and their sounds. Teachers' efforts in developing language for children aged 5-6 years are applied in the learning process in the classroom with language learning materials based on the scope of child development. This is confirmed again by (Sumartini., 2016) which is :

- 1) Understanding Language, Ordering children to run, jump, observe pictures, etc. The teacher conveys the message and the child is invited to repeat what the teacher says, Play the serpent, Visit the library with observing books,
- 2) Expressing Language, Questions and Answers about winged animals, Inviting children to observe groups of images that have the same sound, Conversations about themes and sub-themes, Introducing vocabulary, Introducing symbols for preparation of reading and writing and counting, Inviting children to compile simple sentences in complete structure (SPO), Storytelling and children being invited to mention characters in the story and characters,
- 3) Literacy, Introducing known letter symbols, Introducing the sounds of the initial letters of the names of objects around them , Introducing groups of images that have the same initial sound / letter, Introducing the shape of letters and their sound From the exposure-board above, it is concluded that the efforts of teachers or educators in developing language in early childhood are with strategies and activities that will expand children's language development. Examples of activities such as: interacting with students with oral and written language. Talking with children when interacting in class, engaging in learning, reading books, or reading together with them and so on

Activities guided by teachers in kindergartens include the participation of large and small groups. In this group, the teacher arranges and directs children's participation, involving instructional conversations with children. Five activities guided by teachers that can expand children's language development are activities to show and tell storybook readings, dictation of written and interactive writing, time calendars, and word learning activities.

#### **a. Activities show and tell**

During the show and tell activity, kindergartners can raise more questions to the speaker than preschoolers. Another difference between pre-school and kindergarten levels is that kindergartners generally only need less encouragement and language support from their teacher when they display shows and tell activities.

#### **b. Storybook reading**

Frequent reading of storybooks has also related to increased knowledge of written language and concepts, specifically in the knowledge of names and letters. Classes that have formal reading and writing programs and simple readings for beginners or primary readers used in a group of children are fundamental so that kindergartners continue to have the opportunity to have experience with literature and books sold in the market. read out loud and discussed in groups

#### **c. Dictation of writing and interactive writing**

Dictating dictates and interactive writing are two ways in which children can participate in the writing process within their zone of proximal development. The opportunity to dictate stories encourages children to use their spoken language skills in creating text. When the child dictates the story, the teacher writes it down on a chart or blackboard. Each child contributes

one sentence or idea. Dictation experience is in 2 different ways in kindergarten. In the first type, the teacher shows children one or more related images and guides them in creating a story that fits the picture. Another type of dictation is a story based on language experience. Interactive writing is also based on spoken language. Interactive writing is in clear instructions about language concepts such as letters, sound, capitalization, punctuation, and direction.

**d. Time calendar**

Time calendars usually occur as part of group activities in kindergartens. It usually involves determining the days of the week and numbering the days together with the months sometimes years. For some classes, the teacher may need to focus on identifying certain activities days of the week.

**e. Word learning activities**

Word learning activities in kindergartens are to consciously focus the child's attention on language units such as syllables and provide opportunities to start playing these units. Before kindergarten, language development included language knowledge at a linguistic level or usage. At the beginning of formal schooling in kindergarten, children must start developing metalinguistic knowledge in particular aspects of language. Kindergarten children are usually not ready for the pencil and paper activities used in elementary school, but they can benefit from word learning activities that focus on phonemic awareness in activities that are fun, interactive, and involve the child.

### **Special Routine Activities in the Classroom Building**

With the school environment as a source of learning, students under the guidance of teachers observe everything contained in the school environment with the intention to learn. Thus it can provide a more concrete and direct learning experience. Activities that can be done in a classroom building are activities that are carried out in the classroom environment. So this activity involves a class Susana that is used as a support for success in the development of children's language. Through these activities, children are able to know vocabulary that is simple and easy to pronounce. These routine activities can be done and easily applied to children in order to stimulate children to expand language development. So the activity is carried out when children line up before entering the classroom learning. Children are invited to tour the classroom looking at an object that has been hung. The activity is intended so that children can develop vocabulary that is easy to difficult.

Children might attend other class locations in the school for art and music activities or maybe go to the school library. Children must learn through the aisles of the school silently without disturbing other classes; there will be opportunities for children to see and read the written signs or door names in the school, such as offices, cleaning rooms, or school canteens. By encouraging children to read written signs in the school environment, the teacher increases their understanding of how written language is used for information, identifying locations, and other useful purposes.

### **4. Conclusions**

Development of language skills in kindergarten so students can communicate verbally with their environment. the environment in question is the environment around the child including the environment of peers, playmates, adults, both those who are at home, at school, as well as neighbours in the neighbourhood. Therefore, understanding of children's language development should not be ignored by the teacher. Thus the teacher's insight about the development of the language, is expected to be the basis and guidelines when the teacher implements his learning program. Teachers at kindergarten can expand children's language development during kindergarten by providing a rich curriculum in the opportunity to use and explore languages in both types of learning activities. Because expanding children's language can't be too ignored, because the language to be used by children must be able to be applied in everyday life. So in the formation of a curriculum in childhood it needs to be done in a precise and correct manner in accordance with the objectives of its achievement. Curriculum in kindergarten as a support or guide the teacher before giving a lesson. For the right curriculum, the teacher must also set the right strategy or scheme. Children's language development in kindergartens is through extracurricular activities that

provide opportunities to use and explore languages. Properly developed learning environments provide activities that involve active participation with practice, informal learning activities together with teacher-directed activities that involve children in social and instructional conversations. Class teachers have a crucial role in building the language environment in the classroom. The main interaction patterns in kindergartens include buffering language, verbal mapping, mediation, and asking questions. A balanced kindergarten curriculum includes exploratory activities, teacher-directed activities, and routine activities that combine many opportunities for children to use their growing oral and written language knowledge.

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