

## Enhancing Language Skills of 4-5 Year-Old Children Using Flip Chart Media at TK Darussalam Sidowayah Beji

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**Abstract** - TK Darussalam Sidowayah Beji faces challenges in the language proficiency of children, as some still use local languages such as Javanese and Madurese, affecting their language skills during learning. Despite employing various media to enhance the language skills of 4-5-year-old children, research indicates that these media are seldom utilized by teachers, resulting in inadequate language development. This study aims to improve the language proficiency of 4-5-year-old children using the Flip Chart media at TK Darussalam Sidowayah Beji. The research employs Action Research (PTK) with data collection techniques such as observation, interviews, and documentation. The study includes 21 subjects, comprising 12 boys and 9 girls. Results from three cycles show progress: the first cycle achieved 24.00%, engaging children to identify images and text on the Flip Chart; the second cycle reached 33.00%, challenging children to complete sentences with vowels related to the written text beneath engaging images; and the third cycle achieved 95.00%, involving children in mimicking or role-playing based on the images presented on the Flip Chart. The Flip Chart not only enhances language but also makes learning enjoyable for 4-5-year-olds.

**Keywords:** Language Skills Enhancement, Flip Chart Media, Cycles

### I. INTRODUCTION

One of the early developmental potentials is language skills, particularly speaking. Speaking is a form of oral communication that functions to convey intentions fluently, using words and clear sentences. Language can also provide an interesting and enjoyable activity that fosters language development, as children must express themselves with words (Aprinawati, 2017). The development of language or communication in children is a crucial aspect of

their overall development (Heryani, 2020). Language mastery in children is a significant and astonishing human achievement. Therefore, teachers play a crucial role in educating children, especially in honing their speaking skills. Teachers should use learning media to assist children in the learning process. The media used should be engaging, suitable for the learning material, and contain informative value to develop children's speaking skills, especially Flip Chart media (Rianto, 2014).

Education is closely tied to the learning process that occurs both inside and outside the classroom. In this process, learning requires support from the environment to ensure a high-quality learning experience. This learning environment includes methods, media, and technology. Learning media is one of the supports that can enhance the learning process. Apart from improving the quality of the learning process, media can also facilitate the delivery and reception of knowledge. Learning media can help educators convey knowledge to students (Rizki: 2020). Issues regarding children's language skills are easily identified. From observations at TK Darussalam Sidowayah Beji, some children struggle with language. For instance, when children need to use the restroom, instead of saying "izin pipis" (may I go to the bathroom), they say "cukemih," which means pee in Madurese, their mother tongue or local language. Children also find it difficult to understand what the teacher communicates, so when the teacher assigns a task or provides instructions, such as cutting and pasting according to an example, children only adhere to their preferences.

This is caused by the lack of use of learning media and the habit of using the Indonesian language by teachers. As a result, the language development of children is lacking, whether in expressing opinions, conversing, or receiving lessons. Consequently, data obtained from 21 children show a relatively low level of proficiency, with 15 children struggling to communicate effectively in Indonesian. Based on the above description, the researcher focuses on one simple, practical, portable, and suitable learning medium for the language development of 4-5-year-old children, namely the Flip Chart. Learning media is a crucial factor in improving the learning process. Besides enhancing the quality of the learning process, media can also facilitate the delivery and reception of knowledge. Learning media can assist educators in conveying the intended knowledge to students (Rizki: 2020). One type of language development learning media is the Flip Chart.

One indicator of language development achievement, literacy, specified in the 2010 curriculum is "connecting and mentioning simple writing with symbols that represent them." Learning activities can guide children through play using various tools or media (Maryani: 2020). According to Maryani, the Flip Chart is a suitable medium for developing

children's language as it introduces words, pictures, or written cards to them (Maryani, 2020). Similarly, according to research conducted by Nur (2017), the Flip Chart has an impact on children's language abilities and contributes to improved speaking skills. This is evident from the research results, where, before the implementation of the Flip Chart, the language proficiency of children was only 38.00%. After the use of the Flip Chart, it can be observed that in Cycle I, it reached 66.83%, and in Cycle II, it reached 85.19%.

This is consistent with research conducted by Maryani, indicating that the use of the Flip Chart media can influence the ability to recognize letters. This is evident from the research results, where after the implementation of the Flip Chart media, Cycle I showed a 36% in the low category, which then increased to 68% in Cycle II (Maryani: 2020). The difference between the researcher's study and Nur's study lies in the use of the Flip Chart media. Nur's research focuses on enhancing children's speaking abilities, while the researcher's study focuses on using the Flip Chart media to develop children's language skills. The commonality between the two studies is the use of the Flip Chart media (Nur, 2017). The distinction between the researcher's study and Maryani's study lies in the use of the Flip Chart media for letter recognition, while the researcher uses the Flip Chart media to develop language skills. However, the commonality is that both studies use the Flip Chart media (Maryani, 2020).

The Flip Chart is a sheet of paper, resembling an album or calendar but slightly larger than a FlipBook, arranged and bound sequentially at the top. The sheets of paper can be used as a teaching and learning medium, serving as an alternative to a chalkboard. Once a sheet is filled with learning content, it can be flipped, and the next sheet can be used for new learning content. The Flip Chart media is suitable for groups of around 30 students. It can be filled with messages in the form of letters, pictures, and diagrams (Wahyudin: 2017). According to Kustiawan (2016), the Flip Chart is also a learning and playing medium for early childhood. This medium is expected to develop and shape children's language abilities. Therefore, it can be used to encourage children to learn language skills through play activities involving the Flip Chart.

So far, the researcher has not found specific studies that examine the improvement of language abilities in 4-5-year-old children through the use of flip charts at TK Darussalam Sidowayah Beji. However, there are several studies with similarities to this research. Studies conducted by Kridandari & Hasibuan (2014), Adhani & Lestari (2021), and Sholiha, Darmiyanti, & Riana (2021) focus on efforts to enhance children's language skills through the use of picture books as a medium. While these studies share a focus on language skills, the difference lies in the choice of media. Mufidah's study (2021) aims to develop language skills in 4-5-year-old children through simple storytelling, specifically focusing on syntactic and semantic aspects. Although it shares a similarity in terms of research subjects, the difference lies in the research focus and the learning media used.

Similarly, studies by Fitriani (2022) and Anggrayni, Mamba'usa'adah, Rahayu, & Yunitasari (2023) aim to improve expressive language skills in 5-6-year-old children through storytelling with Wayang Kartun (cartoon puppetry) at TK Anak Sholeh Muslimat NU Tuban. While these studies share a research focus and use the same type of learning media, the difference lies in the teaching method employed. A study by Saud, Susanty, Pattiasina, Satriani, & Wajnah (2023) explores the influence of the environment on students' second language acquisition, presenting a similarity in terms of improving language skills but differing in focus, theory, research method, and learning media used. Another study by Suryanti, Saud, Rachman, Susanto, & Amiruddin (2023) focuses on semantic language skills in 2-year-old children, sharing the goal of enhancing speaking abilities in children. The difference lies in the methods and learning media used.

On the other hand, various studies have been conducted on different language aspects by different researchers, they were Muta'allim, Sofyan, & Haryono (2020); Salikin, Muta'alim, Nawawi, Alfani, Ghaffar, & Wafi (2021); Muta'allim, Alfani, Hosaini, & Sayfullah (2021); Muta'allim, Alfani, Mahidin, Agustin & Wicaksi (2021); Sofyan, Firmansyah, Muta'allim, Solissa, & Rosikh (2022); Sofyan, Yudistira, Muta'allim, Alfani & Ghaffar (2022); Yudistira, Muta'allim, Nurcaya, Julhadi, & Pattiasina (2022); Sofyan, Badrudin, Fitriani, & Muta'allim (2022); Yudistira & Muta'allim

(2023); Mahardhani, Nawiruddin, Jalaluddin, Julhadi, & Muta'allim (2023); and Julhadi, Muta'allim, Fitri, Efendi, & Yahya (2023).

Based on the above studies, there is still a gap in specific research addressing the improvement of language abilities in 4-5-year-old children using flip charts at TK Darussalam Sidowayah Beji. Therefore, this study has the potential to contribute to scholarly knowledge development. Additionally, it holds significance for the community, particularly in the development of children's speaking skills at the kindergarten level. Considering the background, the researcher formulates the research questions: What is the role of the Flip Chart media in improving the language abilities of 4-5-year-old children at TK Darussalam Sidowayah Beji? and How does it contribute to the enhancement of language skills in this age group?

## **II. RESEARCH METHOD**

In this investigation, the Classroom Action Research (CAR) method is harnessed to systematically and methodically enhance the quality of teaching, as outlined (Susilowati, 2018). It is an intentional and controlled research initiative undertaken within the classroom by either a teacher or researcher. The overarching goals, articulated by Widayati (2008), encompass the improvement of teaching conditions and quality, the augmentation of professional services in the realm of classroom learning, the provision of opportunities for educators to enact planned classroom learning, and the facilitation of assessments on learning activities.

Aligned with the previously explained research type, the design or framework of Classroom Action Research encompasses sequential steps:

1. **Planning:** This phase elucidates the rationale, specifics, timing, location, executor, and methodology of planned actions, including strategies to elevate classroom learning quality.
2. **Acting:** The Implementation phase executes the planned actions, such as employing Flip Chart media to enhance language abilities among 4-5-year-old children.
3. **Observing:** Observation transpires during the implementation, collecting data on the efficacy of Flip Chart media in bolstering children's language abilities.

4. Reflecting or Analyzing: Post-action, reflection involves a comprehensive review of the executed plan. Collaborative discussions with educators or colleagues may occur to analyze the action plan's implementation.

By employing the Classroom Action Research method, the researcher endeavors to fulfill the research objectives and elevate language abilities among 4-5-year-old children through the application of Flip Chart media at TK Darussalam Sidowayah Beji. Classroom Action Research typically unfolds through several cycles, tailored to the nature of the problem and conditions to be addressed:

#### First Cycle:

1. Planning: Analyzing curriculum standards, developing Lesson Implementation Plans, creating teaching aids, analyzing problem-solving alternatives, developing Student Worksheets, and designing learning evaluation tools.
2. Action: Executing planned actions, including improvements.
3. Observation: Recording process and results data using prepared guidelines.
4. Reflection: Detailed analysis of results, reflections on the process, and establishing criteria and action plans for the next cycle.

#### Second Cycle:

1. Planning: Creating Lesson Implementation Plans aligned with Curriculum Standards based on first cycle reflections.
2. Action: Implementing learning based on the revised Lesson Implementation Plan.
3. Observation: Conducting the learning process and competence formation of students.
4. Reflection: Reflecting on the second cycle, creating an RPP for the third cycle based on observations.

#### Third Cycle:

1. Planning: Developing Lesson Implementation Plans aligned with Curriculum Standards based on second cycle reflections.

2. Action: Implementing learning based on the revised Lesson Implementation Plan.
3. Observation: Observing the learning process and competence formation of students.
4. Reflection: Reflecting on the third cycle, analyzing and drawing conclusions, evaluating if designed learning enhances education quality or addresses researched problems.

The research is situated at TK Darussalam, Sidowayah Village, Beji District, Pasuruan Regency, with students of Group A as the selected subjects. Data collection methods include observation, interviews, and documentation. In this Classroom Action Research, data analysis begins with a comprehensive review of all available data from interviews and observations using the Miles and Huberman analysis model. The subsequent step involves data reduction—a simplification process that selects, focuses, and abstracts raw data into meaningful information. This method ensures a more effective and focused approach to the research objectives.

The mastery level of children's learning outcomes can be calculated using the formula:

$$P = \frac{\text{The obtained score}}{100} \times \text{Maximum score}$$

Grade description :

0-25	: Not Evident
26-50	: Emerging
51-75	: Present
76-100	: Well Established

The next step after data reduction is data presentation. Data can be presented in the form of brief descriptions, charts, and relationships between categories. The data presentation used in Classroom Action Research (CAR) is in the form of narrative text. With data presentation, it becomes easier to understand what is happening and to plan the next steps based on the gained understanding. The next step is drawing conclusions or verification based on the presented data, and it represents the final disclosure activity of the research. The results still need to be tested for accuracy, robustness, and the appropriateness of the meanings that emerge from the data.

$$\frac{X=\Sigma x}{\Sigma n}$$

Meanwhile, the average student assessment can be calculated using the formula:

Explanation:

X = Average score of the children's test results

Σ = Sum of all children's scores

Σn = Total number of children

### III. RESULTS AND DISCUSSION

#### RESULT

The research steps were conducted by the researcher from March 2023 to May 2023. The cycle schedule can be observed in the following table:

Table 4.1 Schedule of Cycles I, II, dan III

CYCLES I	CYCLES II	CYCLES III
Friday, March 3, 2023	Friday, March 17, 2023	Friday, March 31, 2023

February 20, 2023. The planning activities in this research involved:

a). Coordinating in advance about the learning activities to be carried out by the researcher and the class teacher of Group A.

b). Coordinating the learning activities by determining the topic and sub-topics of the lesson. The learning topic was "Water, Air, Fire," and the sub-topic chosen was "Colors and Color Mixing in Water."

c). Proceeding with selecting the learning objectives and goals by formulating them into a teaching module.

d). After the researcher and classroom teacher coordinate to create and determine the teaching module, the researcher prepares the necessary materials and equipment, including paper and desired illustrations.

The actions to be taken during the learning process include:

#### 1. Implementation of Cycle I

##### a. Planning

The planning was conducted before the implementation of the action on Friday,

##### b. Implementation

Implementation of Cycle I

Day/Date : Friday, March 3, 2023

Topic : Water, Air, Fire

Subtopic : Colors and color mixing in water

Table 4.2 Cycle I Activities

Time	Activities
07.30-08.00	Morning activities: 1. Line up 2. Morning Exercise
08.00-08.30	Initial Activities: 1. Greetings 2. Prayer 3. Attendance and singing 4. Discussion about colors and color mixing
08.30-09.30	Core Activities: 1. The teacher will explain four activities that the children will engage in: a. Question and answer session about colors and color mixing b. Playing an experiment on color mixing with water and construction paper c. Listing the colors found in a glass d. Combining colors one by one with the children

	2. Children will participate in these activities.
09.30-10.00	Closing Activities: <ol style="list-style-type: none"> <li>1. Recapitulation of the activities conducted earlier</li> <li>2. Discussion about the activities that have been completed</li> <li>3. Prayer</li> <li>4. Greetings</li> </ol>

The implementation of Cycle I action took place during the learning activities on Friday, March 3, 2023, from 07:30 to 10:00 AM, with the following details:

1. Topic: Water, Air, Fire
2. Subtopic: Colors and Color Mixing in Water
3. Indicators:
  - a). Children can identify the names of colors
  - b). Children can mention the colors resulting from color mixing
  - c). Children can create colors by combining several colors
  - d). Children can answer what colors are mixed and what color emerges from the mixing.

Early learning activities, It has become a tradition at TK Darussalam to engage in various activities every Friday, including practicing prayer, ablution, reciting istighosah, and religious activities such as visiting the graves of the founders of the Darussalam foundation. On Friday, March 3, 2023, coinciding with the communal prayer activity in the mosque, the routine was slightly altered. After completing the prayer practice, the children entered their respective classrooms. In the classroom, the children listened to instructions from the teacher. The teacher greeted them, took attendance, and inquired about their well-being. The learning activities continued with the teacher's appreciation for the children's understanding of "Colors and Color Mixing in Water". Not all children answered the teacher's questions correctly regarding the sub-topic being discussed.

The core activity commenced with an explanation about the usage of the Flip Chart media, presented by the researcher. This was followed by the teacher explaining the rules of the day, stating, "Children, our teacher has introduced a new game for learning called the Flip Chart. It is made of paper that can be flipped, containing various pictures and colors. The teacher requests all of you to pay attention

and listen to our new teacher". Subsequently, the researcher explained the topic of the day, "Colors and Color Mixing in Water". The researcher employed a question-and-answer method, starting with the question:

"Which color is the teacher pointing to?"

Many children responded, "Red, teacher", and the researcher replied, "Correct, let's give a round of applause for Group A".

The second question posed by the researcher was:

"Can you mention another color that the teacher is pointing to?"

Children raised their hands and answered, "I know, teacher, that's the color yellow".

The researcher promptly responded, "Good job, everyone, all your answers are correct", and gave a thumbs-up to the children.

The third question from the researcher was:

"What other color do you think the teacher will point to?"

The children guessed, and correctly said, "It must be the color green".

The researcher affirmed their answers, saying, "Absolutely correct, well done, Group A".

The next question from the researcher was; I have two colors; which two colors, when mixed, will create what color?". The researcher then showed the children two colors, red and yellow, which, when mixed, resulted in the color orange. Here, the children were able to identify both the colors presented by the researcher and the outcome of the color mixing—red and yellow. The researcher then showed two

different colors, yellow and green, which, when mixed, became blue.

While many of the 21 students answered correctly, some still responded in their local languages, such as Javanese and Madurese. In the final activity after playing and having snacks, the teacher assigned a project on color mixing, bringing in concrete objects like water, glasses, and blotting paper. The teacher evaluated the activities conducted throughout the day through questions and discussions. The children answered the teacher's and researcher's questions well. Additionally, there were questions exchanged between the teacher, researcher, and children, aiming to explore the children's language skills. The children were given the opportunity to answer questions posed by the teacher and researcher about today's learning activities.

After the evaluation and Q&A session, the teacher instructed the children to sit in a circle in preparation before leaving and reciting prayers. The children formed a line, recited prayers leaving the class, prayed before boarding transportation, greeted and saluted the teacher. The next activity involved the researcher observing the children's language development, focusing on aspects such as participation in question-and-answer sessions, confidence in answering questions, and the correctness of their responses. In this session,

some children still faced difficulties in articulating their thoughts due to shyness, using their local languages, Javanese and Madurese.

### c. Observation

After the planning and implementation phases, the next step in the Classroom Action Research (CAR) process is observation and reflection. Observation occurs concurrently with the action, particularly when demonstrating colors and color mixing through the Flip Chart media. The researcher utilized a guided rubric instrument to assess the children's language abilities using the Flip Chart.

### d. Learning Process

The learning process in one day consists of an opening, core activities, and closing activities conducted by the researcher in Cycle I regarding speaking abilities. The teaching method employed was as follows. During the question-and-answer session, children encountered some difficulties, mainly due to shyness and their use of local languages, Javanese and Madurese. As a result, the children lacked confidence and struggled to respond in proper Indonesian. In Cycle I, the observation results for the children's speech abilities yielded a score of 40.95, presented in the following table:

**Table of Cycle I Observation Results**

No	Student Name	Attention	Participation	Speed of Answering	Accuracy of Answering	Score Acquisition	Ideal Score	Learning Outcome Criteria	Criteria
1	ALI	2	2	3	2	9	16	56%	AE
2	LUTHFI	2	2	2	2	8	16	50%	SE
3	ZAYYAN	2	3	3	3	11	16	69%	AE
4	DZIKRI	2	3	3	2	10	16	62%	AE

5	GIO	2	3	3	3	11	16	69%	AE
6	ATHA	2	2	2	2	8	16	50%	SE
7	INDAH	2	2	2	2	8	16	50%	SE
8	FEBY	2	3	3	3	11	16	69%	AE
9	ANGGUN	2	2	2	2	8	16	50%	SE
10	BINTANG	2	2	2	2	8	16	50%	SE
11	RAFA	2	2	2	2	8	16	50%	SE
12	CAHYA	2	2	2	2	8	16	50%	SE
13	BAROK	2	3	3	3	11	16	69%	AE
14	REYNAND	2	3	3	4	12	16	75%	AE
15	YAZDAN	2	2	2	2	8	16	50%	SE
16	MUZAKI	2	2	2	2	8	16	50%	SE
17	NAJWA	2	3	3	2	10	16	62%	AE
18	IREN	2	3	3	4	12	16	75%	AE
19	AINI	2	3	3	2	10	16	62%	AE
20	SERLI	2	2	2	2	8	16	50%	SE
21	AULIA	2	2	2	2	8	16	50%	SE
TOTAL						195	336	1.218%	-

<b>Average score</b>	40,95
Number of children who have not emerged/developed	0 (0%)
Number of children who are starting to emerge/develop	11 (52%)
Number of children who have already emerged/developed	10 (48%)
Number of children who have already emerged/developed with Good	0 (0%)



Grade Description:

- 0% - 25% = Not Emerged (NE)
- 26% - 50% = Starting to Emerge (SE)
- 51% - 75% = Already Emerged (AE)
- 76% - 100% = Emerged with Excellence (E)

Criteria Descriptions:

Score 1 = Not Emerged

When the child performs and states it with the assistance of the teacher

Score 2 = Starting to Emerge  
When the child performs and states it with a reminder from the teacher

Score 3 = Already Emerged  
When the child performs and states it without assistance but with a reminder from the teacher

Score 4 = Emerged with Excellence  
If a child can perform and articulate independently and help others who have not yet achieved the expected indicators, based on the table above, it is evident that the language abilities of the children are still low, with a minimal number of correct and precise answers. More precisely, most children respond in their local languages, Javanese and Madurese. Based on the observation results, the author notes that:

- ❖ Children categorized as “emerging/developing” amount to 10 children (48%).
- ❖ Children categorized as “beginning to emerge/develop” amount to 11 children (52%).
- ❖ There are no children categorized as “not yet emerging/developing” (0%).

Furthermore, the average score obtained by the children is also low, namely 40.95. Therefore, the researcher initiated a Classroom Action Research to improve teaching and enhance children's language abilities through the Flip Chart media.

**Reflection on Cycle I**

The reflection on Cycle I discusses the challenges that occurred during the research. Various challenges faced by the researcher and teachers are as follows:

- ❖ Difficulty in Managing the Class during Q&A: Managing children to avoid being too noisy in the class is a challenge, particularly due to the higher number of boys than girls.
- ❖ Shyness of Children to Respond: Many children still feel shy about coming forward to answer questions.

These challenges hindered the researcher from fully understanding the children's language abilities. During the analysis, the children still needed guidance to come forward by the teacher. Therefore, the results obtained by the researcher in Cycle I did not reach the desired indicators, necessitating further improvement through the implementation of Cycle II.

**Implementation of Cycle II**

**a. Planning**

The planning for Cycle II was conducted before the implementation of the action on Saturday, March 4, 2023. The planning activities in this research include:

- ❖ Coordination: Coordination was done to discuss the upcoming learning activities between the researcher and the class teacher of Group A.
- ❖ Topic Determination: The topic selected was “Water, Air, Fire” and the sub-topic chosen was about Various Types of Water Places.
- ❖ Objective Setting: After determining the topic and sub-topic, the next step was to select the learning objectives and goals, formulating them into a teaching module.

Once the coordination was completed, the researcher and the class teacher collaborated in creating and finalizing the teaching module. The researcher prepared the necessary materials and equipment, such as paper and desired images. The activity for Cycle II involved filling in the missing vowels from several letters displayed by the researcher under the pictures. For example, “g \_ l \_ s” would be filled in by the children as “gelas” (glass). The actions taken during the learning process were as follows:

Implementation of Cycle II Actions

- Day/Date : Friday, March 17, 2023
- Topic : Water, Air, Fire
- Sub-Topic : Various types of water sources

Table 4.4 Cycle II Activities

Time	Activities
07.30-08.00	Morning Activities: 1. Line up 2. Morning exercise
08.00-08.30	Initial Activities: 1. Greetings 2. Prayer 3. Attendance and singing 4. Discussion about various types of water sources
08.30-09.30	Core Activities: 1. The teacher will explain 4 activities that the children will engage in: a. Question and answer about various types of water sources b. Conducting experiments by pouring water into different bottles c. Naming various water sources d. Filling in the missing vowel letters regarding various types of water sources 2. The children will carry out these activities.
09.30-10.00	Closing Activities: 1. Recapitulation of the activities conducted earlier 2. Discussion about the activities that have been completed 3. Prayer 4. Greetings

### b. Implementation

The implementation of Cycle II took place during the learning activities on Friday, March 17, 2023, from 07:30 to 10:00 AM. The topic for the day was “Air, Udara, Api” (Water, Air, Fire), with the sub-topic being “Macam-Macam Tempat Air” (Various Types of Water Places). The indicators for this session included:

1. Children being able to understand various types of water places.
2. Children being able to mention each type of water place.
3. Children being able to fill in the missing vowels from pictures of various water places.
4. Children learning more vocabulary.
5. Children being able to mention and write missing vowels correctly.

The initial learning activities followed the usual Friday routine at TK Darussalam, including prayers, wudhu (ablution) practice, istighosah reading, and religious activities like visiting the grave of the founder of the Darussalam foundation. On this particular

Friday, March 17, 2023, istighosah reading was part of the routine. After the istighosah reading, the children entered their respective classrooms. In the classroom, they listened to instructions from the teacher, who greeted them, took attendance, and inquired about their well-being. The learning activity began with the teacher’s appreciation for the children’s understanding of “Macam-Macam Tempat Air”. However, not all children answered the questions correctly regarding the sub-topic being discussed.

The core activity started with an explanation of the Flip Chart usage, presented by the researcher. The teacher followed, explaining the rules for the day. The researcher then explained the sub-topic, “Macam-Macam Tempat Air”, using the method of having children fill in the missing vowels between letters. The first question was:

“Which picture is being pointed to by the teacher?”

Many children answered, “the glass picture, teacher”,

and the researcher responded, “Correct, applause for Group A”.

The researcher continued by asking, Well, we haven’t finished discussing the glass picture;

Do you guys know if there’s any writing below the glass?

One child answered, “I know, teacher, below the picture, there are the letters g, l, and s, but it's not yet complete to form the word ‘glass’”.

The teacher responded, “Okay, who can complete the missing letters, making g \_ l \_ s into the word ‘glass’?”

Several children came forward, completing the missing letters, resulting in the word “glass”.

This process continued with pictures of a water dispenser (galon) and a bottle (botol). The children were engaged in guessing and filling in the missing vowels, demonstrating their understanding of the topic. After completing these exercises, the researcher introduced a picture of a water jug (kendi), and the children successfully filled in the missing letters. While many children answered and read correctly, some still struggled with the accuracy of their responses. Despite verbalizing the correct letters, some children made mistakes in writing, including reversals and inaccuracies. In the concluding activity after the break, where the children played and bought snacks, the teacher assigned a project related to various

water places. The project involved bringing tangible objects like a glass, a water dispenser, and a bottle filled with water. The teacher then evaluated the day’s activities through questions and discussions.

The children answered the teacher's and researcher’s questions correctly. Additionally, there was an exchange of questions and answers among the teachers, the researcher, and the children to assess their language skills. The children were given the opportunity to answer questions about the day’s learning activities. After the final activity of evaluation and Q&A, the teacher instructed the children to sit in a circle to prepare for dismissal and read a prayer. The children lined up, read the dismissal prayer, the prayer before boarding transportation, saluted, and said goodbye to the teacher. The next activity involved the researcher observing the language development of the children, assessing their ability to answer missing letters correctly and write missing letters accurately. In this session, some children still faced challenges in matching the spoken letters with the written ones, as confusion persisted among them.

**c. Observation**

Similar to Cycle I, observation was conducted during classroom learning using the prepared observation sheets. The observed activities included responding to missing letters correctly and writing missing letters accurately. Based on the results obtained from the implementation of Cycle II, when compared to Cycle I, there is a notable improvement that is quite satisfactory, reaching a success indicator with an average of 45.36.

**Results of Cycle II Observation**

No	Student Name	Attention	Participation	Speed of Answering	Accuracy of Answering	Score Acquisition	Ideal Score	Learning Outcome Criteria	Criteria
1	ALI	3	3	3	4	13	16	81%	EE

2	LUTHFI	2	2	2	2	8	16	50%	SE
3	ZAYYAN	3	3	3	3	12	16	75%	AE
4	DZIKRI	2	3	3	2	10	16	62%	AE
5	GIO	3	3	3	3	12	16	75%	AE
6	ATHA	2	2	2	2	8	16	50%	SE
7	INDAH	2	2	2	2	8	16	50%	SE
8	FEBY	3	3	3	3	12	16	75%	AE
9	ANGGUN	2	2	2	2	8	16	50%	SE
10	BINTANG	2	2	2	2	8	16	50%	SE
11	RAFA	3	3	3	2	11	16	69%	AE
12	CAHYA	3	3	3	2	11	16	69%	AE
13	BAROK	3	3	3	3	12	16	75%	AE
14	REYNAND	3	3	3	4	13	16	81%	EE
15	YAZDAN	2	2	2	2	8	16	50%	SE
16	MUZAKI	2	2	2	2	8	16	50%	SE
17	NAJWA	3	3	3	3	12	16	75%	AE

18	IREN	3	3	3	4	13	16	81%	MDB
19	AINI	3	3	3	3	12	16	75%	AE
20	SERLI	2	2	2	2	8	16	50%	SE
21	AULIA	3	2	2	2	9	16	56%	SE
TOTAL						216	336	1.349%	-
Average score						45,36			
Number of children who have not emerged/developed						0 (0%)			
Number of children who are starting to emerge/develop						9 (42%)			
Number of children who have already emerged/developed						9 (42%)			
Number of children who have already emerged/developed with Good						3 (14%)			

**Table 4.5 Results of Cycle II Observation**

**Grade Description:**

0% - 25%

= Not Emerged (NE)

26% - 50%

= Starting to Emerge (SE)

51% - 75%

= Already Emerged (AE)

76% - 100%

= Emerged with Excellence (EE)

**Criteria Descriptions:**

Score 1 = Not Emerged

When the child performs and states it with the assistance of the teacher  
Score 2 = Starting to Emerge

When the child performs and states it with a reminder from the teacher  
Score 3 = Already Emerged

When the child performs and states it without assistance but with a reminder from the teacher  
Score 4 = Emerged with Excellence

When a child performs and mentions it independently and can assist a friend who has not yet achieved the expected indicator.

Based on the table above, it can be seen

that the language abilities of the children are beginning to develop by guessing and filling in the missing vowels, and then reading them.

However, some children still answer in their local languages, namely Javanese and Madurese. Based on the observation results, the

categorized children who are appearing/developing well are 3 children (14%), those who have appeared/developed are 9 children (42%), those who are categorized as starting to appear/develop are 9 children (42%), while those categorized as not yet appearing/developing are none or (0%). In addition, the average score obtained by the children is starting to develop, namely 45.36. Therefore, the researcher begins to conduct classroom action research to improve the learning process and enhance the language abilities of the children through the use of Flip Chart media.

**d. Reflection**

Reflection in Cycle II discusses the improvement in children's language skills after filling in and reading the missing vowels on the Flip Chart media. The children seemed happy to compete in answering and filling in the missing vowels on the Flip Chart media, although some

children still answered incorrectly and inaccurately. In Cycle II, the language abilities of the children reached an average of 45.36, indicating that the children are now able to answer and pronounce words using good Indonesian or proper language.

## 2. Implementation of Cycle III

### a. Planning

Planning is conducted before the implementation of actions, on Saturday, March 18, 2023. In the planning of this research, the activities are as follows:

Coordination: Coordinate in advance about the learning activities that will be carried out by the researcher and the class teacher of Group A.

Determination of Topic and Sub-Topic: Determine the topic and sub-topic of the learning.

The topic is: "Water, Air, Fire", and the sub-topic is about: "Mixing Water by Making Various Drinks".

Setting Goals: After determining the topic and sub-topic, proceed to select

the learning objectives and goals by formulating them into a teaching module.

After the researcher and class teacher coordinate to create and determine the teaching module, the researcher prepares the materials and equipment needed, such as paper, desired images, and various items and objects used for role-playing. The activity in Cycle III involves guessing the images shown by the researcher on the Flip Chart media and imitating them through role-playing. The actions to be taken during the learning process are as follows:

Implementation of Cycle

II Action

Day/Date : Friday,  
March 31, 2023

Topic : Water,  
Air, Fire

Subtopic : Mixing  
water by  
creating various  
beverages

Time	Activities
07.30-08.00	Morning Activities: 1. Line up 2. Morning exercise
08.00-08.30	Initial Activities: 1. Greetings 2. Prayer 3. Attendance and singing 4. Discussion about various types of water sources
08.30-09.30	Core Activities: 1. The teacher will explain 4 activities that the children will engage in: a. Question and answer about various types of water sources b. Conducting experiments by pouring water into different bottles c. Naming various water sources d. Filling in the missing vowel letters regarding various types of water sources 2. The children will carry out these activities.

09.30-10.00	<p>Closing Activities:</p> <ol style="list-style-type: none"> <li>1. Recapitulation of the activities conducted earlier</li> <li>2. Discussion about the activities that have been completed</li> <li>3. Prayer</li> <li>4. Greetings</li> </ol>
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Table 4.6 Cycle III Activities

### b. Implementation

The implementation of Cycle III actions took place during the learning activities on Friday, March 31, 2023, from 07:30 to 09:00 AM WIB with the following details:

1. Topic "Water, Air, Fire"
2. Subtopic "Mixing Water by Creating Various Beverages".
3. Indicators:
  - a) Children can create various types of beverages.
  - b) Children can mention the beverages they have made.
  - c) Children can taste the flavor of each beverage.
  - d) Children can correctly identify images pointed out by the teacher.
  - e) Children can engage in role-playing and dialogue with their peers.

On Friday, March 31, 2023, which coincided with Ramadan, the usual Friday activities at TK Darussalam were altered. Instead of the usual randomized activities, there was no class on this particular Friday due to the observance of Ramadan. In the classroom, after the customary greetings and attendance, the teacher proceeded with appreciation for the children's understanding of "Water Mixing by Making Various Drinks". For this occasion, all the children answered the questions correctly regarding the discussed sub-topic.

The core activity began with an explanation of the lesson using the Flip Chart, presented by the researcher. The teacher then explained the rules for the day: "Children, your teacher is accompanied by a new teacher who has a new game for us to learn, namely the Flip Chart media, and later we will play a role-playing game. This Flip Chart is made of paper that can be flipped and contains various pictures and colors. Your new teacher asks you to pay

attention and listen." The researcher then explained the sub-topic for the day, "Water Mixing by Making Various Drinks", involving the children guessing the images shown on the Flip Chart, making drinks, and engaging in a role-playing buying and selling scenario with the children.

The researcher started by asking the children, "Children, guess what image your teacher is pointing at?" Many of the children answered, "That's the picture of tea, teacher," and indeed, they guessed correctly. The researcher then showed several more pictures, including milk and plain water, as well as pictures of a seller, a buyer, and, finally, a tray. Almost all 21 students answered correctly and precisely. The children also successfully played the roles of buyers and sellers as depicted on the Flip Chart.

The children were enthusiastic about answering the pictures and engaging in role-playing. At the end of the activity, after a break and buying snacks, the teacher assigned a project related to various water-related items. Concrete items such as glasses, water, tea, milk, spoons, and trays were brought in. The teacher then evaluated the day's activities through questions and discussions. The children answered the teacher's and researcher's questions well. There was also a Q&A session between teachers, the researcher, and the children aimed at exploring the language skills of the children. The children were given the opportunity to answer questions about today's learning activities. After the final activity, which involved evaluation and Q&A, the teacher instructed the children to sit in a circle in preparation for dismissal and recite prayers. The children formed lines, recited prayers leaving the class, prayed before boarding the vehicle, and then greeted and saluted the teacher.

The next activity involved the researcher observing the language development of the children, focusing on aspects such as correctly answering images and role-playing as sellers and buyers with excellent dialogue. In

this session, the children were very enthusiastic and spirited when guessing images and playing roles. Only 1 or 2 children were a bit shy when taking on the role of buyers and sellers.

**c. Observation**

Just like in cycle II, observation was conducted during the class using the prepared observation

sheets. The observed activities included correctly guessing images and engaging in role-playing as sellers and buyers with excellent dialogues. Based on the results obtained from the implementation of cycle III, when compared to cycles I and II, there is a significant improvement, reaching a success indicator of 90.00%.

**Results of Cycle III Observation**

No	Student Name	Attention	Participation	Speed of Answering	Accuracy of Answering	Score Acquisition	Ideal Score	Learning Outcome Criteria	Criteria
1	ALI	3	4	4	4	15	16	94%	EE
2	LUTHFI	3	4	4	4	15	16	94%	EE
3	ZAYYAN	4	4	4	4	16	16	100%	EE
4	DZIKRI	3	4	4	3	14	16	87%	EE
5	GIO	4	4	4	4	16	16	100%	EE
6	ATHA	3	3	4	4	14	16	87%	EE
7	INDAH	3	3	4	4	14	16	87%	EE
8	FEBY	4	4	4	4	16	16	100%	EE
9	ANGGUN	3	3	4	4	14	16	87%	EE
10	BINTANG	3	3	4	4	14	16	87%	EE
11	RAFA	4	4	4	4	16	16	100%	EE
12	CAHYA	3	4	4	4	15	16	94%	EE
13	BAROK	4	4	4	4	16	16	100%	EE
14	REYNAND	4	4	4	4	16	16	100%	EE



15	YAZDAN	3	4	4	4	15	16	94%	EE
16	MUZAKI	3	4	4	4	15	16	94%	EE
17	NAJWA	4	4	4	4	16	16	100%	EE
18	IREN	4	4	4	4	16	16	100%	EE
19	AINI	4	4	4	4	16	16	100%	EE
20	SERLI	3	3	3	3	12	16	75%	SE
21	AULIA	3	3	3	3	12	16	75%	SE
TOTAL						313	336	1.955%	-
<b>Average score</b>						65,73			
Number of children who have not emerged/developed						0 (0%)			
Number of children who are starting to emerge/develop						0 (0%)			
Number of children who have already emerged/developed						2 (9%)			
Number of children who have already emerged/developed with Good						19 (90%)			

**Grade Description:**

- 0% - 25% = Not Emerged (NE)
- 26% - 50% = Starting to Emerge (SE)
- 51% - 75% = Already Emerged (AE)
- 76% - 100% = Emerged with Excellence (EE)

with a reminder from the teacher  
 Score 4 = Emerged with Excellence  
 If a child independently performs and mentions it and is able to assist a peer who has not yet achieved the expected indicators.

**Criteria Descriptions:**

Score 1 = Not Emerged  
 When the child performs and states it with the assistance of the teacher  
 Score 2 = Starting to Emerge  
 When the child performs and states it with a reminder from the teacher  
 Score 3 = Already Emerged  
 When the child performs and states it without assistance but

Based on the above table, it is evident that the language skills of the children have developed rapidly when the researcher presented images on the Flip Chart, consisting of both pictures and words. The children started spelling and reading each word one by one, followed by engaging in role-playing. This enthusiastic involvement in dialogue was excellent. From the observation results, the categorized children who appeared well were 19 (90.47%), those who had already emerged/developed were 2 children (9%), those who were categorized as beginning to emerge/develop were 0 children (0%), and those categorized as not yet emerging/developing were none (0%).

Furthermore, the average score obtained by the children also showed development, reaching 65.73. Thus, the researcher can affirm that the action research through the use of Flip Chart media was highly successful in enhancing the children's language skills.

**d. Reflection**

Reflection on Cycle III shows significant and rapid development, where the progress in children's language skills is evident and impressive. The children displayed tremendous enthusiasm when guessing images and engaging in role-playing. Consequently, the improvement in the language abilities of the children reached 90.00%, aligning with the success indicator.

**DISCUSSION**

From the research results, an improvement in the language skills of children through the use of Flip Chart media can be observed. This study was conducted over three meetings with three cycles, where the first cycle achieved a result of only 48.00%, then in the second cycle, it reached 42.00%, and in the third cycle, it achieved a very rapid achievement of 90.00%. The results of children's learning completeness can be calculated using:

$$P = \frac{\text{The obtained score}}{\text{Maximum score}} \times X$$

Grade description :  
 0-25 : Not Evident  
 26-50 : Emerging  
 51-75 : Present  
 76-100 : Well Established

Meanwhile, the average student assessment can be calculated using the formula:

Grade description :  
 0-25 : Not Evident  
 26-50 : Emerging  
 51-75 : Present  
 76-100 : Well Established

Meanwhile, the average student assessment can be calculated using the formula:

Explanation:

X = Average score of the children's test results

Σ = Total sum of all student scores

Σn = Number of students

The recapitulation results from the overall cycles that have been implemented are as follows:

CYCLES I	CYCLES II	CYCLES III
48,00%	42,00%	90,00%

Table 4.8 Overall Observation Results

Based on the research conducted in to make the children happy. The high curiosity

$$\frac{X = \sum x}{\sum n}$$

collaboration with the teacher of Group A at TK Darussalam over three meetings in three cycles, namely Cycle I, Cycle II, and Cycle III, with the same topic of Water, Air, Fire. The sub-topics for each cycle were as follows: Cycle I (Colors and Color Mixing), Cycle II (Various Water Places), and Cycle III (Mixing Water by Making Several Drinks). Learning in kindergarten should be enjoyable. Many things can be done to make learning enjoyable, one of which is using Flip Chart media, which is an attractive tool for children, thereby enhancing the language skills of Group A children at TK Darussalam. The use of this media is expected

of children is evident when the teacher introduces a new learning tool. This was observed when Group A children at TK Darussalam were introduced to the Flip Chart media by the researcher. The children felt happy, interested, and more active in using language. When children answer, guess, and role-play according to the pictures on the Flip Chart, their language skills are indirectly trained. The media used by the researcher is the Flip Chart media, which is made of paper containing attractive pictures and writings. Flip Chart media is used as a playing and learning tool for children, contributing to the

improvement of children's language skills. The improvement in language skills can be seen when children role-play, imitate the pictures on the Flip Chart, and guess and answer what is shown on the Flip Chart.

#### IV. CONCLUSION

Based on the research findings, it is evident that the use of Flip Chart media significantly enhances children's language skills. The employed teaching methods, such as utilizing a question-and-answer approach, prompting children to fill in missing vowels, encouraging guessing of pictures and writings through role-playing, and providing motivation and rewards, contribute to this improvement. The implementation of Flip Chart media demonstrates a progressive enhancement in children's language proficiency, with scores increasing from 38.00% in Cycle I to 65.00% in Cycle II and ultimately reaching 96.00% in Cycle III.

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