

Early Children (3;0–5;0) are Affected by Their Mastery of Indonesian Vocabulary the Environment's Intake

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DOI: [10.31004/obsesi.v6i6.3690](https://doi.org/10.31004/obsesi.v6i6.3690)

Abstract

This study attempts to examine and describe how parents' social position and surroundings can affect their children's vocabulary competence when learning Indonesian. Based on behaviorism theory's tenets, which are also backed by cognitivism theory. According to this hypothesis, a child's (exogenous) environment has a significant impact on their ability to acquire a language, particularly when it comes to developing their vocabulary. Both of these strands categorically rejected Nativism, which maintained that the ability to speak a language is an innate and biological gift (LAD). The mastery of children's linguistic vocabulary is thought to be unaffected by the surroundings. This study analyzes, but it also demonstrates how the environment affects young children's language and vocabulary development 3;0-5;0 at the Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/2021. The results showed that the influence of environmental intake on children's Indonesian vocabulary mastery was calculated by product-moment correlation and then used the formula: $d = r^2$. 100% obtained value = 0.49%. This means that the magnitude of the influence of environmental (exogenous) intake on children's mastery of Indonesian vocabulary is 49% and 51% is influenced by endogenous factors.

Keywords: *early childhood; education; environment's intake; vocabulary*

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Received 28 September 2022, Accepted 14 December 2022, Published 20 December 2022

Introduction

Early childhood education is described in Law Number 20 of 2003 Article 1 Number 14 as a coaching effort focused at children from birth to age five and a half. This is accomplished by giving children educational stimulus to promote their physical and spiritual development. The child was prepared for further education by the effort made (Shaumiwaty *et al*, 2022). According to the law mentioned above, elements of developing behavior with habituation, such as social, emotional, independent, moral values, and religion, are elements that are developed in early childhood education. while also acquiring fundamental skills like as physical motor, cognitive, and language development (Prasetyaningsih, 2013)

A phase of rapid language development occurs in youngsters between the ages of 3;0 and 5;0 years. The vocabulary of the child's language grows, and the language's semantic and syntactic structures become more complex (Seefeldt and Wasik, 2008). The achievement and success of students learning in school are greatly influenced by their command of language

words. Children will have a greater understanding of words as they increase their linguistic vocabulary will have. At that age is a golden age where children have the sensitivity to imitate and imitate what is seen and what is heard in their environment (Purba *et al.*, 2022).

Children imitate what they see and hear from their parents and the others around them because they are natural mimics. In order for the child to replicate what the parent says, parents frequently speak to their children in their native tongue or mother tongue, as well as Indonesian (Wahyudi and Agustin, 2011). Therefore, one of the variables for improving children's linguistic vocabulary is the employment of concrete media and engaging games in the classroom (Oktamarina, 2017). And the opposite is true if parents frequently use bad, nasty, unpleasant, bitchy, or rude language. Children will imitate all of these words. If parents constantly teach and introduce new words to their children in a family setting, this activity will have a significant or minor impact on the child's vocabulary development.

The findings of a study on the knowledge and skills of school children from 65 different nations that was done by the Program for International Student Assessment (PISA) and released in 2013. In terms of language and math proficiency, Indonesia is placed 64th out of 65 nations (Cahyati *et al.*, 2022). Despite the fact that both mathematics and language are ways of knowledge, it is crucial for pupils to have these skills before studying other sciences. This phenomenon serves as evidence of how seriously lacking Indonesian education is right now. To produce children who are intelligent and capable of competing globally, the Indonesian educational system needs to undergo significant adjustments as soon as possible.

The child's play environment will also have an impact on how they learn languages. As an illustration, kids get along with their playmates at home and at school through games and other activities. In these circumstances, the child's senses of hearing, sight, and conscience are psychologically acute. The learning process is determined during this time, thus it is crucial for parents to exercise control and pay attention to these developments. giving children positive parental role models and constantly working to maximize children's potential for healthy development Children who have access to riches will be better able to grow into contented people, communicate with their surroundings more easily, and be willing to offer and accept whatever occurs in it.

According to Law Number 20 of 2003 and the advice of other experts, it is appropriate for young children ages 3;0 to 5;0 to learn a significant amount of Indonesian language (Markus, Kusmiyati, and Sucipto, 2017). However, when seen from the location of the school, the PAUD Bustanul Athafal may be found in the Singgaran Pati District, one of the Districts of Bengkulu City, which is on the outskirts of the city. There will undoubtedly be disparities in the vocabulary knowledge of young children in the city core of Bengkulu. PAUD children in the city's core are likely to have a larger language vocabulary than PAUD children on the outskirts, according to speculation. This speculation is predicated on the notion that parents of children who are in the city center generally have a higher social family status, are more well-off, and are more educated than the parents of PAUD children who are on the outskirts of the city.

Children's language can be divided linguistically into two categories: first, body language, and second, speaking. Children use their body parts to communicate through body language. For instance, using facial expressions, gestures, steps, and so on. Typically, these gestures are referred to as body language. The most authentic form of a child's communication and an expression of their sentiments and desires for other people, body language is frequently performed subconsciously. With the help of body language, parents can decipher what their child is thinking and determine whether they are crying because their child is hungry, unwell, lonely, or bored at particular moments (Fatmawati *et al.*, 2022).

Speaking is one of the best forms of communication, according to the second point. Since the child was a baby, his wants could be met by using body language. But it is unable to grasp what the child is trying to say. Therefore, both infants and young children constantly try to explain themselves to others. When compared to other kinds of communication used by

children before they are proficient at speaking, it also shows that speaking is the most effective way for children to communicate and encourages them to do so (Nasution *et al.*, 2022). Speaking to children is not only a success, but it also helps the organization reach its objectives.

Children will be able to express their needs and wants without having to wait for others by talking. the capacity for speaking can reduce children's frustration caused by parents or their environment who do not understand what the child means. In addition, the ability to speak well and confidently children will be able to influence other people. Children who talk will not only expand their already impressive vocabulary but also start to say words word for word according to their type, especially when using nouns, verbs, and numerical terms. The young youngster is now able to refer to himself by using the pronoun "I." to refer to other persons as "you." Even young children are now beginning to critique, question, respond, order, tell, and use various types of words, etc.

It is impossible to analyze children's language development without considering the theories and assumptions of numerous linguists who have undertaken study. Three viewpoints/schools have been recognized throughout history, two of which contradict A they. One of these is the school of nativism, which contends that children's language skills should be prioritized is natural (nature). Then the flow of Behaviorism argues that children's language acquisition is "feeding" (nurture). The third stream of Cognitivist emerged from Europe which said that children's language acquisition comes from cognitive maturation (Ngongo *et al.*, 2022).

Of the three streams in the theory of child language development, each of these theories has very strong and influential stances to this day. The first view is the establishment of Nativism by Chomsky in 1965 which argues that children's mastery of words is natural (no teaching). Nativism argues that during the process of language acquisition, children gradually unlock their lingual abilities genetically. This view does not consider the environment to have an influence on language acquisition, but rather considers that language is too complex and complicated. Language can be learned in a short time through the method of "imitation".

This opinion is founded on the first presumption, according to which linguistic behavior is inherited (genetic). The development of language is somewhat influenced by the environment. Second, language may be learned quickly; by the time they are 0;3 years old, youngsters can speak like adults. Third, the child's language environment cannot give them enough information to acquire grammar. Children are born with a language acquisition device, claims Chomsky (LAD). This tool, a biological gift, has been programmed to list the potential grammatical items. The LAD is regarded as a physiological region of the brain that is only involved in language processing and is unrelated to other cognitive functions.

The second is in opposition to the movement of nativism above view, namely the flow of Behaviorism which argues that mastery of children's language vocabulary is bribery (there is teaching). According to Behaviorism that the process of acquiring the first language is controlled from outside the child, namely stimulation through the given environment. According to Skinner, stimulus from the environment helps youngsters learn how to speak and comprehend language. Language development is mostly influenced by the amount of practice that the environment offers. Children's linguistic skills are strengthened when they are stimulated in a certain context. The progression of children's language vocabulary according to this flow is from actual verbal disclosure to communicating through the stimulus-response principle and the imitation process.

A third viewpoint combines the behaviorism and nativism streams. The Cognitive School is the third perspective (from Europe). Jean Piaget which makes the case that a child's ability to learn a language is a result of cognitive development or cognitivist. Language, according to Piaget, does not a natural feature that is separate from cognitive maturity. The sequence of cognitive development determines the sequence of language development. This flow emphasizes that the complex structure of language is not something that is given by nature and is not something that is learned from the environment. The connection between

the child's cognitive development and his linguistic environment results in the development of language structure. The interactions result in the structure inexorably. As a result, since emerging is unavoidable, natural means must be used to give the structure. The first phases of a child's intellectual development are concerned with the link between cognitive growth and language development.

Methodology

A quantitative descriptive research design was used for this investigation. Children from Bustanul Athfal Early Childhood Education in Singgaran Pati District, Bengkulu City, who were ages 0 to 3 and 3 to 5 years old made up the research sample. Only 20 persons are listed as active in 2020–2021. Consequently, the population or overall sample study is the research sample (Arikunto, 2006). The average vocabulary proficiency and work status of parents are described by the data processing using percentage statistics (%). Next, using straightforward correlational statistics and the product moment method, illustrate how environmental intake affects word knowledge in Indonesian (Sofyana *dkk*, 2022).

The data collection techniques are observation, documentation study, and distributing questionnaires. In the observation instrument closely observes the research object, observes the condition of students, teachers, school environment, and the state of the implementation of learning. For the documentation study, the instrument is to look at data on the condition of parents of students, work background, and the average income of parents. Then to distribute the questionnaire, the instrument is in the form of short questions to be answered by parents and students at schools accompanied by parents.

The data analysis technique uses percentage statistics (%) to describe the average vocabulary mastery and parental employment status. Then to describe the effect of environmental intake on mastery of Indonesian vocabulary using simple correlational statistics using the product moment formula.

Results and Discussion

Children aged 0.5 have an average vocabulary mastery of (55.95%), followed by children aged 0:4 who have an average vocabulary mastery of (51.55%), and children aged 0:3 who have an average vocabulary mastery of (40.15%) of the ten types of Indonesian vocabulary offered to early childhood, 0; 3-0; 5 at the Early Childhood Education Center, Singgaran Pati, Bengkulu City, TA. 2020/2021. indicates that students in a lower position at the Bustanul Atraf Preschool in the Singgaran Pati District of Bengkulu City will have a better grasp of Indonesian vocabulary in 2020–2021. The vocabulary that is most thoroughly learned by children between the ages of 0 and 3 and 5 at the Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/20201 is nouns (82.15%), followed by numerals (82%), verbs (68.15%), and adjectives (68.15%) (56.4%), adverbs (43.8%), pronouns (9.6%), adverbs exclamations (7.15%), prepositions (4.65%), conjunctions (4.45%), articles were not found in this study.

The findings of the studies mentioned above lead to the conclusion that nouns, numbers, and verbs are the parts of language that kids are most adept at mastering. Number words in position (86%–100%) are likewise very good, while verbs are in position (60%–74%) meaning enough. Nouns are in position (86%–100%) meaning very good. Adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, and other vocabulary words, for instance, are still missing.

According to the study's gender-based findings, girls were better at learning Indonesian words than boys. In this study, girls had a 54.0% vocabulary mastery rate. Boys were better at vocabulary (38.05%), however. In this study, it was established that girls had a greater command of vocabulary than boys. Describes the ability of both boys and girls at Bustanul to master the Indonesian language Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/20201 is also at a disadvantage.

So, what about the research's findings if they are based on the work position of the parents? Early Childhood Education Parents' Jobs Bustanul Athafal Singgaran Pati District Bengkulu City TA. 2020/20201 varied, with parents who work as teachers mastering the average vocabulary (18.55%), farmers mastering the average vocabulary (17.33%), workers mastering the average vocabulary (13.85%), and traders mastering the average vocabulary (10.95%).

The findings of the aforementioned study indicate that the vocabulary knowledge of children varies depending on the parents' profession. In this study, parents' roles as teachers are increasingly prominent. Teachers are assumed to spend more time educating children at home, while parents create learning materials the family than parents who work as farmers, parents as laborers, or parents as traders. This means that the mastery of kotakata based on parents' employment status, both parents' work as teachers, farmers, laborers, or as swordsmen, is in a very low position.

Then, how does a child's exposure to the environment effect their command of language vocabulary? The environment, learning resources, and infrastructure in a whole family must all be conducive to learning for the youngster to have a strong command of language. Simple regression must be used to demonstrate it. Arikunto (2006) Arikunto (2006) and Witarsa & Alim (2022) state that there are several fundamental things that should be investigated, including: The variables' relationship is expressed by the regression equation, the coefficient (r), a numerical value that indicates how closely the variables are related, and the requirement to develop a research hypothesis. The following is the formulation of the research hypothesis:

Ha: 0 = There is a considerable impact of environmental intake on young children's vocabulary development in Indonesian.

H0: There is nothing ($= 0$) significant effect of environmental intake on children's Indonesian vocabulary mastery.

The table 1, findings are based on the research sample of 20 respondents, which was employed as a source of study data. The correlation coefficient is calculated above, and the result is $r = 0.448$. R value is compared to the r table with a 5% threshold of significance (0.444). $R_{count} > R_{table}$, or $0.448 > 0.444$, follows. As a result, H0 is rejected and hypothesis Ha is accepted. The formula $d = r^2$ is used to calculate the effect of environmental intake on children's mastery of Indonesian language; 100% attained value = 0.49%. This indicates that 51% of children's vocabulary mastery is affected by endogenous factors, while 49% is influenced by ambient (exogenous) intake.

Because a kid is born with LAD, this study demonstrates how theoretically the school of nativism by Chomsky in 1965 learns the language will expand spontaneously LAD plays an important role in language learning. In educational psychology, children who are born carry something innate, namely heredity. Heredity without being studied by children, that potential has existed with the birth of children. This study proves empirically that LAD/heredity contributes 51% to children's vocabulary mastery. Mastery of the child's language vocabulary will also be more perfect if it is assisted by environmental inputs whose influence reaches 49%. So, based on the theory that the three streams of Nativism (by Chomsky), Behaviorism (by Skinner), and Cognitivism (by Piaget). The three streams work together/collaborate in influencing children's language vocabulary.

The three streams are supported by empirical data, which also shows that LAD, or heredity (endogenous) factors, has a significant impact on children's vocabulary development. Exogenous behaviorism by Skinner also has a significant impact on how well youngsters learn language vocabulary. The findings of this study show that Jean Piaget's Cognitivism school, which blends the two schools, is not without foundation. Therefore, it has been established that behaviorism and nativism both contribute to how well children learn their language's lexicon.

Table 1. Simple Calculations For Correlations

NO	X	Y	X ²	Y ²	XY
1	51	62	2.601	3.844	3.162
2	31	57	961	3.249	1.767
3	45	67	2.025	4.489	3.015
4	47	71	2.209	5.041	3.337
5	45	60	2.025	3.600	2.700
6	51	62	2.601	3.844	3.162
7	46	67	2.116	4.489	3.082
8	57	78	3.249	6.084	4.446
9	45	50	2.025	2.500	2.250
10	47	67	2.209	4.489	3.149
11	36	66	1.296	4.356	2.376
12	51	69	2.601	4.761	3.519
13	45	60	2.025	3.600	2.700
14	48	64	2.304	4.096	3.072
15	43	55	1.849	3.025	2.365
16	46	58	2.116	3.364	2.668
17	46	60	2.116	3.600	2.760
18	50	53	2.500	2.809	2.650
19	40	56	1.600	3.136	2.240
20	36	57	1.296	3.249	2.052
Σ	906	1.239	41.724	77.625	56.472
Rata2	45	62	2.086	3.881	2.824

$$\Sigma X = 906$$

$$\Sigma Y = 1.239$$

$$\Sigma X^2 = 41.724$$

$$\Sigma Y^2 = 77.625$$

$$\Sigma XY = 56.472$$

$$r_{xy} = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{\{n \cdot \Sigma x^2 - (\Sigma x)^2\} \{n \cdot \Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = \frac{20 \cdot (56.472) - (906)(1.239)}{\sqrt{\{20 \cdot 41.724 - (906)^2\} \{20 \cdot 77.625 - (1.239)^2\}}}$$

$$r_{xy} = \frac{1.129.440 - 1.122.534}{\sqrt{\{834.480 - 820.836\} \{1.552.500 - 1.535.121\}}}$$

$$r_{xy} = \frac{6.906}{\sqrt{\{13.644\} \{17.379\}}}$$

$$r_{xy} = \frac{6.906}{\sqrt{237.119.076}}$$

$$r_{xy} = \frac{6.906}{15.399}$$

$$r_{xy} = 0,448$$

Discussion

Because the child is born with biological innate/LAD, this study demonstrates how theoretically the school of nativism (Chomsky, 1959) learns the language will grow spontaneously. The LAD is crucial to language learning. According to educational psychology, children are born with a natural trait called heredity. Without children studying heredity, that possibility starts with the child's birth. In this study, it was scientifically demonstrated that inherent biology, or LAD, accounts for 51% of children's word mastering. The child's word mastery will also be improved if external environmental elements, whose influence is 49%, are included. Therefore, based on the hypothesis that the three schools of cognitivism,

behaviorism, and nativism (Chomsky, 1959; Skinner, 1957, Piaget, 1954). The three streams cooperate to influence children's linguistic vocabulary development. The three streams have been scientifically demonstrated to have a significant impact on children's vocabulary mastering, particularly inherent factors (internal), or LAD in Chomsky's terms. Similarly, behaviorism (external) by Skinner has a significant impact on kids' language development. The findings of this study show that Jean Piaget's Cognitivism school, which blends the two schools, is not without foundation. So it can be seen that both nativism and behaviorism have an impact on how well youngsters learn vocabulary. It's important to examine all three streams simultaneously, not just one or two. Each of these streams has advantages if working together or collaborating will strengthen it in affecting children's vocabulary mastering as well as strengths and shortcomings. Thus, the flow of cognitivism merged with the flow of nativism and behaviorism. These three fields have had a significant impact on the history of psycholinguistics' growth.

The similar researches also have been conducted by previous researchers related to the vocabulary mastery. Nurzaman, Yasbiati, and Rahmatty (2017) in their research on the B1 group RA AL ISTIQOMAH Cihideung in Tasikmalaya's poor command of the English language's vocabulary. Low vocabulary mastery brought on by ineffective vocabulary learning as a part of the photo messaging game chain's efforts to enhance English vocabulary. This study makes use of paradigms for classroom action research studies (Kemmis and Mc Taggart). Children from the RA AL ISTIQOMAH B1 group, which included 6 boys and 5 girls, served as the subjects. According to the study's findings, there is an increase in each cycle – in the first, second, and third. According to statistics, using a game that uses serial graphic messaging can help young children's English vocabulary. Markus, Kusmiyati, and Sucipto (2017) also did a research about vocabulary mastery for early children. The purpose of this study was to determine the methods used by 4 to 5 year-old students at the Kasih Ibu Kindergarten in Kuala Lapang Village, Malinau District, West Malinau Regency, to grasp the Indonesian language class. Benefits of this research include: (1) It is envisaged that language users would be able to exploit the findings, particularly when using local and even national language levels. (2) It might be helpful to ascertain how much vocabulary mastery in kindergarten – particularly Indonesian language mastery – is and how much of an effort is made to increase knowledge and awareness about language, particularly children's vocabulary.

Ambarwati (2017) in her research by using Halliday's functional linguistics review, picture stories for kids ages 0 to 3 are discussed in this study. The type of research is text analysis, and the research methodology is descriptive qualitative. The graphic book *Buenas Noches Gorilla* served as the research's data source. Sentences from *Buenas Noches Gorilla* make up the text units that make up the research data. The Halligay functional linguistic analysis model was employed for the data analysis in this study. The study's output is a theoretical manual on how to create picture books for toddlers in Indonesia. Herdyastika and Kuriawan (2021) in their research to analyze the many approaches used in schools to teach English in order to determine which ones would be most effective for young children. the use of qualitative descriptive research methods. Interviews and observation are the methods used in this study to collect data. Analysis of the research's merits and flaws is being done. English is taught through communicative language instruction and grammar translation. According to research, conversational language instruction is the best way to learn English. Because the method encourages daily repetition until kids can understand the meaning of the English word being taught and make it a habit. Additionally, it receives higher ratings than the grammatical translation approach. Another researcher, Wahyuni (2022), explained about the use of language fuels social debates about the spread of Indonesian among pupils in lower grades of elementary schools. This study sought to ascertain the impact of slang on Indonesian, as well as the language used in slang, how it developed among pupils in lower grades of primary school, and both its beneficial and detrimental effects. The approach for gathering

data includes a survey delivered to a number of respondents as well as a method for reading relevant literature from books, magazines, and the internet. The usage of slang on the growth of Indonesian among lower-grade primary school pupils is innovative in this study.

Isnainingsih (2016) also conduct a research related to vocabulary mastery but uses another method. The research's context is the pupils at TK ABA Seropan Dlingo Bantul's low level of word competence. This study uses a static group pretest-posttest design and is experimental. Pretest, therapy, and posttest are the three steps used. 20 students from group A and 20 students from group B served as the study's subjects. This study's method of gathering data involved an oral test. Analysis of covariance was the data analysis method employed (ANAKOVA). The findings demonstrated that there was no statistically significant difference between the pretest data from the storytelling class and the singing class. The two approaches of learning a language – singing and telling stories – have an interdependent effect on vocabulary mastering in Indonesia. Amini and Suyadi (2020) discussed vocabulary mastery with picture media. Hence, Hidayat (2022) in his research found that these findings indicate that interactive multimedia-based flashcards are a suitable tool for introducing Indonesian language to young children. According to the research, interactive multimedia-based flashcards can assist teachers increase student engagement and introduce kids to Indonesian language through online learning.

From the previous researches mentioned above, the researchers concluded that this research has some similarities such as the scope to be discussed was about vocabulary mastery and using quantitative approach, while some differences such as media (retelling, picture, game) and not Indonesian but English vocabulary were used in improving the vocabulary mastery.

Conclusion

Children between the ages of 0 and 5 have an average vocabulary mastery of 51.55%. While only 40.15% of youngsters aged 0 to 4 have mastered vocabulary. According to Nurgiyantoro's criteria (1995: 364), vocabulary mastery in early childhood education is not doing well. Parents whose jobs as teachers averaged the following: vocabulary (18.55%), the work of farmer parents mastered the average vocabulary (17.35%) and the occupation of traders' parents mastered vocabulary (10.95%). Nurgiyantoro's criteria, (1995: 364), Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City TA. 2020/20201.

Acknowledgment

The researchers want to show their highest gratitude to editors and reviewers who have given some valuable comments for the improvement of the paper's quality. And also, thank you to Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City as data collection for researchers in completing this research

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