



Development of the “TeachABK” Big Book to Improve the Speaking Skills of Children with Speech Delay

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Abstract: This study aims to develop a learning instrument, the "TeachABK" Big Book, designed to stimulate the verbal competence of children with speech delays at MI Al-Hidayah, Malang Regency. This study adopts a Research and Development (R&D) approach using the ADDIE instructional design model. The resulting product is an A4-sized learning medium that integrates adaptive visual design, simplified text, and audio-based QR code features to support students' articulation. Data were collected through observations, interviews, documentation, and questionnaires. The effectiveness of the media was evaluated using both qualitative and quantitative data analyses, including the N-Gain test. Based on expert validation of both material and media aspects, the "TeachABK" Big Book achieved a "very good" rating, with scores exceeding the 85% threshold. Field implementation results indicate significant improvements in students' speaking abilities, particularly in vocabulary development, pronunciation clarity, and the ability to produce simple sentence structures. Both theoretically and practically, these findings highlight that personalized and interactive media innovations serve as essential tools in strengthening the implementation of inclusive education at the elementary school level.

Article History

Received: 20-01-2026

Revised: 26-02-2026

Accepted: 09-03-2026

Published: 20-04-2026

Key Words:

Big Book; TeachABK; Speaking Skills; Speech Delay; Children With Special Needs.

How to Cite: Fadhilah, R., Amalia, S., Wardah, A. S. E., & Nulinnaja, R. (2026). Development of the “TeachABK” Big Book to Improve the Speaking Skills of Children with Speech Delay. *Jurnal Paedagogy*, 13(2), 846-856. <https://doi.org/10.33394/jp.v13i2.19379>



<https://doi.org/10.33394/jp.v13i2.19379>

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Introduction

The ability to speak is a fundamental aspect of human life. From birth, infants begin to communicate with their environment through crying and the production of vocal sounds. (Ratnasari & Zubaidah, 2019; Wang et al., 2025). Well developed speaking skills ability will help children express their needs, express feelings, and understand messages from others. This development is closely related be separated from stimuli from parents and their environment. These early stages are known as mother tongue or first language. This is in line with the opinion of Roger Brown (Aurelia et al., 2022; van Witteloostuijn et al., 2025) which states that parents have a role in encouraging children to use proper language structures when speaking. A child still needs to learn language skills, especially speaking, although it is often believed that language mastery in children is an innate talent because everyone is born with that talent (Pujiati et al., 2023; White & Southwood, 2026). According to (Sulistiyawati & Amelia, 2021) Not all children develop according to normal stages. Language delay or speech is called speech delay Soetjningsih, (in Parista, 2022). Speech Delay is a condition of delay in speaking ability whose language development is far below the average age of children (Diler Durgut & Tekin, 2024)



Some children experience speech delay, which is a delay in pronouncing words, forming sentences, and understanding language compared to children their age (Kumari et al., n.d.);Liang et al., 2023). Children who have speech delays have different speech skills than normal children. Starting from the listening stage, cognitive processes, and the experience of pronouncing words correctly, children can start a conversation. As a result, the process of communication and social interaction becomes more difficult. Based on Siregar research (in Ramadani, Nurfaizah, 2023).

Children who experience Speech Delay generally face obstacles in expressing themselves verbally, even though their thinking skills are normal. This situation affects both communication effectiveness and the dynamics of the learning process in the classroom. As reflected in the findings from observations conducted at MI Al-Hidayah, Malang Regency, it was found that eight students with special needs were found at the grade I-III level, with five of them showing symptoms of speech delay. The teacher explained that the children were able to understand commands well, but rarely gave verbal responses and more often used body movements or cues to communicate. This underscores the importance of utilizing learning media that support the gradual development of children's speaking abilities in an engaging and enjoyable manner.

One of the visual media that is considered to be able to help the development of children's speaking skills is the Big Book. According to Solehuddin, the use of Big Books has many advantages in supporting reading and speaking learning activities (in Solchan Ghazali et al., 2022;Yudhitiar et al., 2024). In line with Solehuddin opinion, Big Book media is a story book that has a larger size of text and images than ordinary books. The enlarged display makes it easier for teachers and students to do reading activities together interactively (Nurika et al., 2022). This book is unique in that it is colorful, contains repeatable words, and follows a straightforward text pattern that is appropriate to the needs and growth of early childhood (Halimatussa'diyah 2018). An appealing design combined with simple content presentation makes Big Book effective in capturing children's interest and supporting language development, particularly in stimulating the speaking abilities of children with speech delay, if used appropriately and in a directed manner. Research (Sulistyawati & Amelia, 2021) shows that the use of Big Book media is able to improve children's speaking skills. This increase can be seen from the achievement of oral communication by 90%, the ability to compose simple sentences in a structured manner by 78%, and the ability to continue stories by 88%. Although Big Book is effective for language learning, its application to speech delay children in Madrasah Ibtidaiyah inclusion classes is still limited, so this research contributes to the development of more appropriate media.

Theoretically, Big Book is effective in language learning because it combines visuals and audio to stimulate children's speech delay. However, based on the results of observations at MI Al-Hidayah, the media is not yet available due to limited facilities, so there is a gap between theory and practice. In fact, children with Speech Delay show a high interest in big pictures and simple stories. Thus, a Big Book media is needed that is specifically designed according to the characteristics of Speech Delay children with simple, repetitive, contextual, and combines visual and auditory elements. The primary focus of this study is the development of the Big Book "TeachABK" as a learning medium that meets standards of validity and practicality, and high efficacy in stimulating the verbal capabilities of children with speech delay. This media innovation is articulated through adaptive design specifications, including the use of simple and repetitive language structures, concrete

illustration visualizations, and synchronization of digital audio features through a QR code mechanism. All design elements are deeply personalized by considering the students' specific cognitive profiles and the relevance of their daily life contexts to ensure the optimization of the language intervention process.

Research Method

This study adopts a Research and Development (R&D) approach as its methodological framework. Conceptually, the R&D scheme is positioned as a systematic procedure oriented toward the creation of original product innovations, followed by a series of comprehensive tests to verify the product's efficacy and performance in its intended use context (Sugiyono, 2023). In constructing this media, the ADDIE model was adopted as the framework. Theoretically, ADDIE is positioned as a universal instructional design paradigm, thus offering high flexibility for implementation across a wide spectrum of conventional research and development. This model was chosen based on its comprehensive structure in ensuring the quality of educational products through systematic and measurable stages (Anafi et al., 2021). The ADDIE model was chosen as the foundation for the development of this Big Book media because its structural characteristics are considered ideal for accommodating the complexity of field needs. The model's significance lies in its systematic procedural flow, which allows for iterative revision cycles at each development phase. This continuous evaluation mechanism serves as a crucial instrument for researchers to ensure that the final product achieves optimal efficiency and targeted functional relevance within the context of learning interventions (Slamet, 2022). In addition, each stage is equipped with an evaluation process, which is believed to help researchers achieve the desired results in a more targeted and optimal manner. ADDIE's development model includes several stages, namely, Analyze Design, Develop, Implement, and Evaluate (Branch, 2009).

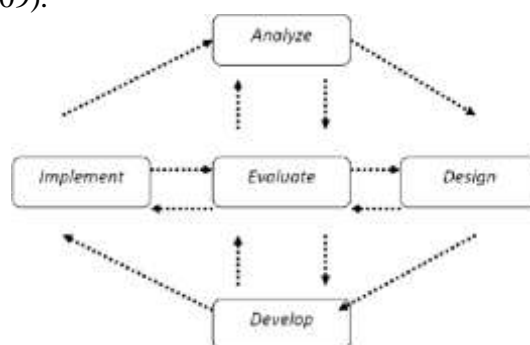


Figure 1. ADDIE
(Slamet, 2022)

Instrument validation for this media development was conducted through an expert review mechanism involving a triad of experts, including media experts, material experts, and learning practitioners. This research approach combined two primary data domains: qualitative and quantitative. Qualitative data was extracted through participatory observation and in-depth interviews with educators at MI Al-Hidayah, enriched with critical annotations and recommendations for improvement from the validators. Quantitative data was collected through a structured questionnaire completed by experts to measure the technical aspects of the media, as well as a teacher questionnaire focused on assessing the articulation performance of students with speech delays.



The synergy of data analysis was implemented comprehensively through two main channels. Qualitative analysis served as an evaluative basis for analyzing observations and expert input, which then served as the primary reference in the product improvement (revision) process. Meanwhile, quantitative analysis was applied to convert questionnaire responses into numerical parameters to objectively determine the media's validity and feasibility.

This verification of product validity and feasibility is crucial to ensure that the developed media meets operational criteria before implementation in the classroom. The entire adjudication process by the material, media and learning experts is then presented in percentage form through the following mathematical formulation:

$$P = \frac{\sum x}{\sum xi} \times 100 \%$$

Description:

P = Eligibility Percentage $\times 100\%$

$\sum x$ = Total score obtained

$\sum xi$ = Maximum score

amount 100% = Constant

The criteria for service according to Suharsimi Arkunto (in Faizin et al., 2023) are as follows:

Table 1. Classification Scale

Score Scale	Klasifikasi
76% - 100%	Highly feasible
56% - 75%	Worthy
40% - 55%	Quite feasible
0 - 39%	Less worthy

Furthermore, the analysis of speaking ability was carried out by comparing the results of the pre-test and post-test based on the Speech Delay children's speech ability indicators, which included clarity of pronunciation, accuracy of intonation, fluency of speaking, expression when conveying messages, and clarity of information conveyed. The data was analyzed using the N-Gain test to measure the improvement in speaking ability before and after the use of Big Book "TeachABK" media. According to Meltzer (Siregar et al., 2024), The formula used to calculate N- Gain is as follows:

$$N\text{- Gain} = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$

Description:

S_{post} = Post-test Score

S_{pre} = Pre-Test Score

S_{maks} = Maximum Score

The results of obtaining an N-Gain score using the formula above, can be analyzed as follows (Siregar et al., 2024):

Table 2. N-Gain Criteria

N- Gain Value	Criteria
$g > 0.7$	Height
$0.3 \leq g \leq 0.7$	Medium
$g \leq 0.3$	Low



Results and Discussion

Analyze

Empirical findings confirm that the development of the "TeachABK" Big Book instrument has comprehensively aligned with the identified needs of students, particularly for the population of children with special needs who experience speech delays. Thus, the presence of "TeachABK" represents a learning media solution that is highly adaptable to the characteristics and instructional needs of students in escalating their verbal competence. Justification for the success of this media is strengthened by the consistency of the findings with previous literature (Sulistyawati & Amelia, 2021) Dengan judul "Meningkatkan Kemampuan Berbicara Anak Melalui Big Book Media", this study shows that the use of Big Book media can help children improve their speaking skills. The results of the needs analysis revealed several important points as follows:

- 1) Visually appealing: Speech Delay children focus more on large, clear, and colorful images that help them associate words with objects.
- 2) Practical and simple: Teachers need A4-sized media that is easy to use, lightweight, and suitable for classroom and individual activities.
- 3) Audio completeness: Children are more enthusiastic about the media that makes sounds. Therefore, each page of the Big Book features an audio QR code as a pronunciation model.
- 4) Text according to the rules of language: The use of simple sentences, capital letters at the beginning of sentences, and consistent punctuation help children understand and recognize the structure of the language correctly.
- 5) Visual, verbal, and audio integration: Drawing on Vygotsky's theory, Constructivism, and Dual Coding, the combination of images, text, and sound strengthens comprehension and the ability to imitate speech.

Thus, the Big Book "TeachABK" is considered relevant to the needs of students and school conditions, and has the potential to improve the speaking ability of Speech Delay children at MI Al-Hidayah, Malang Regency.

Design

At this stage, the researcher designed the development of the Big Book "TeachABK" which includes determining the format, design appearance, and materials that are tailored to the needs of Speech Delay children. In addition, the researcher also developed validation instruments for experts (media, materials, and learning) and response instruments for children with Speech Delay.

- 1) Format and Materials

The media is printed using A4-sized glossy paper with hardcover volumes (case binding) to make it more durable and comfortable to use in learning activities.

- 2) Visual Design

The colors used are dominated by soft colors such as milk brown and yellow to maintain the child's focus. The illustrations displayed adjust to the material about the limbs (head, eyes, feet, tongue, teeth, and so on) to attract the attention of children. The typeface used is Glacial Indifference in black for easy readability.

- 3) Child Validation and Response Instruments

The validation instrument was prepared for media experts, material experts, and learning experts, consisting of 15 statements with four levels of assessment.



Meanwhile, the child's response instrument consisted of 12 pre-test questions and 12 post-test questions with the same assessment scale.

The design of the Big Book "TeachABK" has been prepared according to procedures and has gone through consultation with supervisors, so that it is ready to be developed according to the needs and problems found in the field.

Develop

At this stage, researchers developed the Big Book "TeachABK" as a companion medium to help improve the speech skills of Speech Delay children. The development process is carried out using the Canva application because it is considered effective for styling text, images, and other visual elements.

This A4-sized book with 36 pages of contents is designed using soft colors such as brown and yellow to make it attractive but still comfortable for children. The front cover displays an illustration of a classroom with two children's figures, equipped with the logos of MI Al Hidayah and UIN Maulana Malik Ibrahim Malang, and uses a hardcover volume.

The content section includes an introduction, instructions for use, prayer before studying, and a table of contents, while the main material contains 10 parts of the human body equipped with interesting illustrations and a QR code containing audio pronunciation. This audio feature serves as a pronunciation guide that helps Speech Delay children imitate sounds more precisely and increase their engagement during the learning process.

Implementation

The implementation stage is carried out after the Big Book "TeachABK" is declared valid and suitable for use by experts, including media, learning, and material experts. This media was then applied to five children Speech Delay at MI Al Hidayah, Malang Regency, consisting of two grade III students, two grade I students, and one grade II student.

Each child is given a Big Book "TeachABK" to use during learning activities and also take home so that they can learn with their parents. Before the activity started, the researcher first created a comfortable atmosphere by interacting and playing lightly so that children were more enthusiastic about participating in learning.

Furthermore, children are invited to learn to use the Big Book, including spelling activities, listening to audio pronunciation, and playing puzzles according to the contents of the book. This activity is carried out repeatedly according to a predetermined schedule to help improve children's speaking skills gradually.

During the implementation process, the researcher collaborated with classroom teachers and accompanying teachers to assess the child's response and development before and after the use of the Big Book "TeachABK", so that the level of effectiveness and attractiveness of the developed media could be known.

Evaluation

The evaluation phase in this development cycle is positioned as a comprehensive assessment stage of all aspects of the media that have been designed. The main focus at this stage is to quantify the degree of feasibility of the "TeachABK" Big Book as a companion instrument in escalating the verbal competence of students with speech delays at MI Al-Hidayah, Malang Regency. This evaluative effort is crucial to validate whether the product can be implemented as a practical solution to the communication problems faced by the research subjects. The feasibility parameters of this media are extracted from the accumulation of assessment percentages and the synthesis of feedback that includes suggestions and constructive criticism from the validators in the previous phase. Several crucial points identified by the expert team regarding the improvement of "TeachABK"



include visual and functional aspects, such as the absence of a logo and phases on the book cover, inaccurate layout of the table of contents, the urgency of simplifying audio instructions, and the need to enlarge the dimensions of the QR code to ensure easy accessibility. Based on these critical annotations, the researchers then carried out a series of iterative improvements (revisions) to ensure the final product meets the established quality standards.

Product Validity and Feasibility Results

Media Expert Validation

The validation results obtained from media experts on the Big Book "TeachABK" show a percentage of 93.3% with a very feasible category. This finding is in line with Suharsimi Arikunto's opinion (Faizin et al., 2023) that the assessment results with a percentage in the range of 76–100% can be categorized as very feasible. However, it is important to consider suggestions and criticisms from media validators so that the Big Book "TeachABK" can be more perfect, including: enlarging QR codes, automatic audio repetition, revising the placement of the table of contents, adding instructions in audio, adding identities, themes, classes, materials, and logos on the cover, changes in order to start from the introduction, instructions for use, and prayer before studying, as well as the addition of a bibliography.

a) Subject Matter Expert Validation

The results of the validation data of material experts in the Big Book "TeachABK" obtained a result of 91.6% with very feasible criteria. This is in line with Suharsimi Arikunto's theory in (Faizin et al., 2023) that the assessment results with a percentage in the range of 76–100% can be categorized as very feasible. However, it is important to consider suggestions and criticisms from media validators so that the Big Book "TeachABK" can be more perfect, including: Changes in capital letters in the media.

b) Learning expert validation

The results of the validation of learning experts in the Big Book "TeachABK" obtained a result of 83.3% with very feasible criteria. This is in line with Suharsimi Arikunto's theory in (Faizin et al., 2023) that the assessment results with a percentage in the range of 76–100% can be categorized as very feasible. However, it is necessary to pay attention to suggestions and criticisms from learning validators so that the Big Book "TeachABK" can be more perfect, including: shortening the invitation to audio.

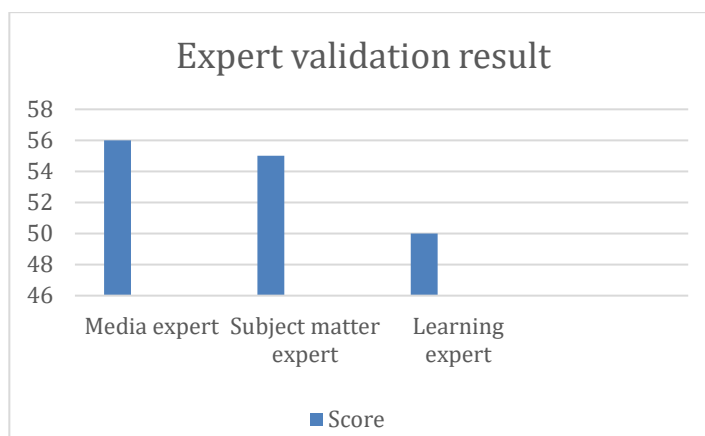


Figure 2. Average graph of validation results

Speech Delay Children's Speech Ability Results

The findings from the N-Gain test indicate that the study achieved an average score of 0.45, which is classified into the moderate category. This finding corresponds to the parameters formulated by Meltzer, as cited in Siregar et al. (2024), which stipulates that the score achievement at this level meets the criteria for moderate effectiveness. The data collected through this test represents a significant disparity in students' verbal abilities between the phases before (pre-test) and after (post-test) the application of the Big Book "TeachABK" companion media. Thus, it can be empirically concluded that the implementation of "TeachABK" has a positive contribution in escalating speaking competence in students with speech delays in grades I, II, and III of MI Al-Hidayah. The success of this intervention confirms that the use of specially designed media can be a catalyst in bridging the communication skills gap in children with special needs.

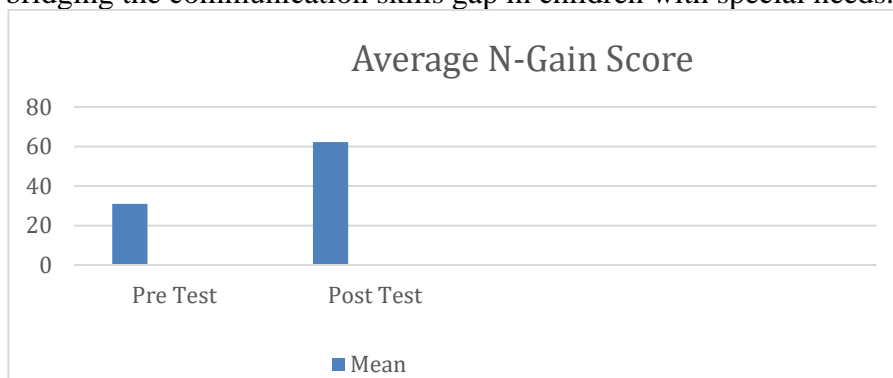


Figure 3. Average graph of N-Gain test results

These findings are also strengthened through analysis based on speech ability indicators formulated with reference to theories of language ability and child development, which function not only as a measuring tool, but also as a conceptual basis in understanding children's communication needs with Speech Delay barriers. Based on these indicators, the increase that occurred includes several main aspects, namely (Sulistiyawati & Amelia, 2021; Januaryca & Santoso, 2022):

- 1) Students are able to understand the meaning of words.
- 2) Students are able to pronounce words clearly.
- 3) Students can use proper intonation.
- 4) Students are able to express themselves in conveying messages.
- 5) Students are able to convey information smoothly.



Thus, the N-Gain results, which are classified in the medium category, suggest that the use of the Big Book "TeachABK" is able to improve children's speech skills Speech Delay based on the reference of speech ability indicators. The improvement in these aspects proves that this media is able to encourage the development of children's speaking skills gradually, systematically, and in accordance with the individual characteristics of students.

However, the effectiveness of the Big Book "TeachABK" in improving speech delay children's speech skills can be explained through a pedagogical and neurological approach. The use of simple and repetitive language supported by visuals and audio is able to strengthen children's language understanding and production. This is in line with (Sulistyawati & Amelia (2021b) which states that multisensory stimulation can help accelerate neural connections in children's language development. Improvements in speech ability indicators show that the Big Book "TeachABK" is effective in stimulating children's language development by utilizing simple things, repetitive language, as well as visual and audio support.

This finding is also consistent with the indicators of speaking ability as discussed in several journal studies. Fitriani, Apriliawati, and Wardah (2015) explain that speaking ability includes pronunciation accuracy, vocabulary mastery, fluency, and comprehension in conveying meaning. Similarly, Leong and Ahmadi (2017) emphasize that speaking competence involves the ability to produce language appropriately, including grammar, vocabulary, and pronunciation in communicative contexts. In addition, Kayi (2006) highlights that speaking skills reflect the ability to express ideas clearly and interact effectively through oral communication. Therefore, the improvement observed in this study reflects not only surface-level progress but also fundamental development in children's overall speaking competence.

Conclusion

This research succeeded in developing the Big Book media "TeachABK" through the ADDIE model which was comprehensively validated by media experts (93.3%), material (91.6%), and learning (83.3%) with the Very Feasible category. The results of field tests showed that the use of this media was able to significantly improve the speech ability of children with speech delay barriers, as evidenced by the acquisition of an N-gain value of 0.45 (Medium Category). The most crucial improvement can be seen in the aspects of understanding the meaning of words and oral pronunciation. The integration of audio features through QR codes and contextual visual design is proving to be key elements that stimulate active student engagement. These findings confirm that specially designed interactive media can be an effective instrument in supporting inclusive educational practices at the primary school level.

Recommendation

For teachers, the Big Book media "TeachABK" can be used as an effective learning alternative to stimulate speech delay children's speech skills through interactive reading activities and the use of simple and repetitive language. Meanwhile, researchers are further advised to develop media by adding interactive elements and expanding the subject and context of the research to obtain more comprehensive results.



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