

Opening Children's Worlds through Stories: The Role of Interactive Storytelling in Fostering Early Childhood Language Development

Imam Faizin^{1*}, Nova Khairul Anam², Ainun Jazillah³, Mela Asih⁴, Siti Aisyah⁵, Zulfiana Ismi Nabila⁶, Istikomah⁷

^{1,2,3,4,5,6} Institut Agama Islam Pemalang, Indonesia

*Correspondence E-mail: ifaizin@gmail.com

Article history

Submitted: 2026/06/03; Revised: 2026/06/06; Accepted: 2026/06/12

Abstract

Language ability is one of the essential developmental domains in early childhood that requires stimulation through interactive and meaningful learning activities. This study aims to describe the implementation of interactive storytelling in fostering early childhood language development at TK Pertiwi Tanahbaya, Pemalang Regency. This research employed a descriptive qualitative approach with data collected through observation, documentation, and field notes. Interactive storytelling activities were conducted using picture storybooks and hand puppets, engaging children in various communication activities, including listening, dialogue, answering questions, and retelling story content. The findings revealed that interactive storytelling enhanced children's involvement in communication processes, enriched vocabulary development, increased confidence in speaking, and supported children's ability to construct sentences and express ideas in a more organized manner. Teacher-child interactions through open-ended questions and verbal stimulation played an important role in supporting children's language development. This study demonstrates that interactive storytelling can be an effective instructional strategy for creating an active, enjoyable, and developmentally appropriate language-learning environment for young children.

Keywords

Interactive Storytelling, Language Development, Early Childhood, Story Media, Early Childhood Education



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Language ability is one of the fundamental developmental aspects in early childhood because language serves as a primary instrument for children to express ideas, establish social relationships, understand their environment, and develop thinking abilities. During early childhood, language development occurs rapidly along with the improvement of children's abilities in listening, speaking, understanding symbolic meanings, and using vocabulary for communication. Therefore, language stimulation provided through meaningful learning

experiences becomes an essential component in the implementation of early childhood education (ECE).

Language learning in early childhood should not be viewed merely as an activity of introducing letters or training early reading skills but should be directed toward developing comprehensive communication abilities. Children need opportunities to listen to various forms of language, understand story structures, express opinions, answer questions, and retell experiences they have gained. Therefore, receptive and expressive language abilities serve as crucial foundations for children's overall development (Jiang et al., 2025).

A learning environment that is rich in verbal interactions contributes significantly to the development of children's receptive and expressive language abilities. The quality of teachers' language practices has been shown to be significantly associated with children's language development from preschool through third grade (Jiang et al., 2025). In addition, classroom language contexts, including peers' language abilities, also contribute positively to children's language development (Lin et al., 2023). Therefore, a language-rich environment enables children to develop oral communication skills that become important foundations for their future language development (Wan & Ai, 2023).

However, various challenges remain in developing children's language abilities within early childhood education institutions. Based on preliminary observations of learning activities at TK Pertiwi Tanahbaya, Pematang Regency, it was found that some children still experienced limitations in expressing ideas verbally, answering teachers' questions using simple sentences, and retelling experiences or stories they had heard. Some children tended to be passive during discussion activities and required further stimulation to develop confidence in speaking in front of their peers.

These problems indicate that language learning requires more engaging strategies that are appropriate to children's developmental characteristics. During early childhood, children learn through concrete experiences, play activities, imagination, and social interactions. Learning approaches that rely solely on teacher-centered information delivery provide limited opportunities for children to actively participate in communication processes. Therefore, learning approaches are needed that can create enjoyable learning environments while providing opportunities for children to engage directly in language activities.

One relevant strategy to address this issue is the implementation of interactive storytelling. Interactive storytelling is a storytelling activity that does not merely involve teachers as storytellers but also encourages children's participation through questions, dialogue, expressions, movements, predictions of story sequences, and retelling activities. This approach includes various participatory activities, such as question-and-answer sessions, dialogue, expressions, and retelling stories, all of which contribute to authentic communicative experiences (Nguyen & Phillips, 2022; Spencer & Pierce, 2022).

Children's active involvement during storytelling activities, such as predicting storylines, answering questions, and retelling narratives, has been proven to improve vocabulary, listening comprehension, and speaking skills (Sunar et al., 2022; Yulianawati et

al., 2022; Mahani, 2023). Sunar et al. found that strategies such as asking questions and providing opportunities for learners to share their experiences create social interaction environments that significantly influence language skill development (Sunar et al., 2022). Furthermore, Mahani reported that children demonstrated increased responsiveness, participation, and storytelling abilities when interactive strategies were systematically implemented (Mahani, 2023). Overall, these findings emphasize that interactive storytelling, by positioning children as active communicative subjects, can encourage language development through authentic experiential engagement.

The use of storytelling in early childhood learning has a strong theoretical foundation, particularly from Vygotsky's sociocultural theory. This theory emphasizes that children's cognitive and language development occurs through social interactions with more experienced individuals (Rehan & Zaidi, 2023). The concept of the Zone of Proximal Development (ZPD) explains that children learn optimally when they receive appropriate support from adults or peers (Xiao et al., 2025). Through interactions with adults and peers, children obtain support or scaffolding that helps them achieve higher levels of ability. In the context of interactive storytelling, teachers act as facilitators who provide verbal stimulation, ask open-ended questions, and assist children in developing their ability to express thoughts. Teachers who create language-rich environments through storytelling activities help children practice language within meaningful contexts (Rehan & Zaidi, 2023).

Furthermore, language development theory states that regular storytelling activities can improve children's vocabulary, understanding of language structures, and ability to construct narratives. Stories provide meaningful contexts that help children understand relationships between words, objects, actions, and emotions (Ginting et al., 2023). When children are given opportunities to retell stories they have heard, they practice sequencing events, selecting appropriate vocabulary, and producing structured verbal expressions (Ginting & Yulianto, 2023). Storytelling also promotes critical thinking skills and helps children understand narrative sequences and structures (Ginting & Yulianto, 2023).

Based on preliminary observations, the main problem identified was not a lack of children's language potential but rather limitations in learning strategies that provide optimal opportunities for verbal interaction. Teachers require alternative methods that can activate children's involvement in language learning activities. Interactive storytelling is proposed as a solution because this method can be combined with various engaging learning media, such as illustrated storybooks and hand puppets.

The advantage of interactive storytelling compared to conventional storytelling activities lies in children's active involvement. In one-way storytelling activities, children often act only as listeners, resulting in limited opportunities to use language productively. In contrast, interactive storytelling enables children to become part of the process of constructing meaning from stories. Children can respond to characters, answer questions about story content, connect stories with personal experiences, and retell stories using their own words.

Several previous studies have demonstrated that storytelling activities have a positive relationship with early childhood language development. Illustrated storytelling methods are effective in enriching vocabulary, improving language comprehension, and developing children's narrative abilities (Ashari, 2024). Storytelling activities contribute to children's language development, as demonstrated by children's ability to retell stories using their own words and acquire new vocabulary (Kusumawardani et al., 2024). Furthermore, longer durations of reading storybooks are associated with higher average literacy abilities among children (Sitohang et al., 2024).

Interactive storytelling improves children's oral language abilities by providing opportunities for active communication during learning activities. The use of extratextual techniques in storytelling supports children's involvement in the learning process and stimulates expressive language development through the acquisition of new vocabulary and the development of vocabulary into sentences used in daily conversations (Fitriani & Aziz, 2021; Yansyah et al., 2023).

The quality of interaction between teachers and children during storytelling activities plays an important role in developing vocabulary and story comprehension abilities. Teachers who use open-ended questions, expressive intonation, repetition of key words, and dialogic interactions contribute significantly to children's language development (Ashari, 2024; Fauziyyah et al., 2023). Research indicates that young children demonstrate better text comprehension when they participate in shared reading activities with adults or engage in interactions that encourage contextual understanding (Arifin et al., 2023).

Although research on storytelling among young children has been widely conducted, there remains an opportunity to expand studies, particularly regarding direct implementation in early childhood education institutions through qualitative approaches that describe teacher-child interactions in depth. Many previous studies have focused more on measuring improvements in language abilities through quantitative approaches, while investigations into how interactive storytelling occurs in daily learning practices, how children respond during activities, and how supporting media facilitate communication processes remain limited.

Based on this background, this study aims to describe the implementation of interactive storytelling in fostering early childhood language abilities at TK Pertiwi Tanahbaya, Pematang Regency. This study is expected to provide theoretical and practical contributions to the development of language learning strategies in early childhood education, particularly through the utilization of storytelling methods that encourage children's active participation.

METHODS

This study employed a descriptive qualitative approach aimed at providing an in-depth description of the implementation of interactive storytelling in fostering early childhood language development. This approach was selected because the study focused on the learning process, forms of interaction between teachers and children, and children's responses during storytelling activities rather than on measuring outcomes through quantitative approaches.

The study was conducted at TK Pertiwi Tanahbaya, Pemalang Regency, with the research subjects consisting of teachers and children participating in interactive storytelling-based learning activities. The research activities were carried out through storytelling sessions using illustrated storybooks and hand puppets as learning media to increase children's involvement in the communication process.

Data were collected through observation, documentation, and field notes. Observation was conducted to examine teachers' activities in delivering stories and children's involvement during listening activities, answering questions, expressing opinions, and retelling story content. Documentation in the form of photographs of learning activities was used as supporting data to describe the implementation process of interactive storytelling. Field notes were used to record various findings and events that occurred throughout the learning activities.

The research procedure consisted of three stages: the preparation stage, implementation stage, and data analysis stage. The preparation stage involved identifying children's language learning needs and preparing storytelling media. The implementation stage was conducted through interactive storytelling activities involving dialogue, open-ended questions, expressive communication, and role-playing activities. The data analysis stage was conducted using the Miles, Huberman, and Saldana model through the processes of data reduction, data display, and conclusion drawing. Data validity was ensured through technical triangulation by comparing observation results, documentation, and field notes. This process aimed to obtain a comprehensive understanding of the role of interactive storytelling in supporting early childhood language development.

RESULTS AND DISCUSSION

Results

Based on observations, documentation, and field notes collected throughout the learning activities at TK Pertiwi Tanahbaya, Pemalang Regency, the findings revealed that the implementation of interactive storytelling positively influenced children's engagement in communication activities. Previously, storytelling activities were predominantly teacher-centered, where children mainly acted as passive listeners. Through interactive storytelling, the activity was transformed into a more participatory learning experience that encouraged children's active involvement through the use of picture storybooks, hand puppets, prompting questions, and retelling activities.

The implementation of interactive storytelling was conducted through several stages. In the initial stage, the teacher created a supportive learning environment by arranging children in a circle and introducing the theme of the story to be presented. A picture storybook was used as the primary learning medium to attract children's attention and stimulate their curiosity. Children were encouraged to observe the illustrations, identify story characters, and express their initial thoughts based on the visual information presented.



Figure 1. Interactive storytelling using picture storybooks

During the storytelling process, the teacher did not merely read the text verbally but engaged children in two-way interactions. The teacher utilized facial expressions, variations in voice intonation, body movements, and hand puppets to bring the characters and storyline to life. The use of hand puppets became an effective strategy for capturing children's attention because it provided a more concrete representation of the story characters. Children demonstrated greater enthusiasm when the teacher engaged in dialogues using the puppets, and several children began to respond spontaneously to the conversations presented during the storytelling activity.



Figure 2. Interactive storytelling using hand puppets

The observation results indicated that children gradually demonstrated improvements in listening and speaking abilities. Children who previously tended to be passive became more willing to respond to simple questions related to the story content. For example, when the teacher asked about the characters, settings, or events in the story, children began to provide verbal responses. Some children were also able to connect the story content with their own personal experiences, indicating the development of meaningful communication skills.

The findings revealed several aspects of children's language development following participation in interactive storytelling activities. These developments included improved story comprehension, increased vocabulary acquisition, greater confidence in verbal communication, enhanced ability to answer questions, and improved ability to retell stories using their own words.

Based on the activity documentation, the use of supporting media, including picture storybooks and hand puppets, played an important role in increasing children's engagement during storytelling activities. Picture storybooks provided visual stimuli that assisted children

in constructing meaning and understanding the storyline, while hand puppets created a playful and interactive atmosphere that encouraged more natural communication. Consequently, children were not merely passive listeners but became active participants in the storytelling process through both verbal and non-verbal responses.

Furthermore, interactive storytelling activities also provided opportunities for children to develop social aspects of communication. Children learned to listen when their peers expressed ideas, wait for their turn to speak, and respond appropriately to questions from teachers and classmates. These findings demonstrate that children's language development does not occur independently but is closely associated with social and emotional development through meaningful interactions with others.

Berikut terjemahan bagian Discussion ke dalam bahasa Inggris akademik dengan gaya artikel jurnal internasional bidang Early Childhood Education. Saya mempertahankan struktur argumentasi ilmiah, memperbaiki alur diskusi, dan menggunakan terminologi yang lazim digunakan dalam publikasi internasional.

Discussion

The findings of this study indicate that interactive storytelling can serve as an effective instructional strategy for fostering early childhood language development. The results demonstrate that storytelling activities designed through communicative interactions are able to transform children's roles from passive recipients of information into active participants in the learning process. Through interactive storytelling, children are provided with opportunities to use language directly through questioning, responding, engaging in dialogue, and retelling their experiences related to the stories presented.

Language development in early childhood is strongly influenced by the quality of interactions that occur during the learning process. Vygotsky's sociocultural theory emphasizes that children's cognitive and language development is closely related to cultural contexts and social interactions within their learning environment (Etnawati, 2022). Language initially functions as a primary tool for social interaction before becoming internalized as a cognitive tool for individual thinking processes (Berliani et al., 2024). This perspective is further supported by the concept that language functions as a psychological tool that enables individuals to organize thoughts, remember information, plan actions, and solve problems (Wiyono et al., 2024).

Within educational contexts, teachers play an essential role as facilitators who provide support through the mechanism of scaffolding, referring to the process in which children achieve higher levels of competence with assistance from more knowledgeable individuals (Etnawati, 2022; Irsyad, 2023). In practice, scaffolding involves providing guiding questions, modeling appropriate language use, expanding children's responses, and offering assistance when children encounter difficulties in expressing their ideas (Berliani et al., 2024; ZD et al., 2024). Therefore, Vygotsky's perspective places social interaction as a fundamental component

in the acquisition and development of language skills during early childhood (Habsy et al., 2023).

The implementation of interactive storytelling at TK Pertiwi Tanahbaya reflects the application of scaffolding principles in early language learning. The teacher provided gradual support through simple but meaningful questions, such as "Who is the character in the story?", "What did the character do?", and "What do you think about the story?". These questions encouraged children to organize their thoughts and express their ideas using increasingly complex language structures. As children gained confidence through repeated interactions, they became more capable of providing longer responses and retelling story content using their own words.

This finding is consistent with previous studies demonstrating that interactive story reading activities contribute significantly to children's language development because they involve active communication between teachers and children. Previous research has shown that children not only acquire new vocabulary from stories but also develop an understanding of narrative structures through discussions and interactions during storytelling sessions (Ashari, 2024; Kusumawardani et al., 2024; Fitriani & Aziz, 2021; Yansyah et al., 2023). These findings reinforce the view that storytelling becomes more effective when children are actively engaged in constructing meaning rather than merely listening to information.

In this study, the use of picture storybooks was found to facilitate children's understanding of story content. Young children are still developing their ability to comprehend abstract concepts and therefore require concrete representations to support meaning-making processes. Visual illustrations in storybooks function as a bridge between linguistic symbols and children's real-life experiences. When teachers displayed images of characters, objects, or events within the story, children were better able to connect visual information with verbal explanations provided during storytelling activities.

In addition to picture storybooks, the use of hand puppets contributed to increased children's motivation and attention throughout the learning process. Hand puppets created a playful learning environment that made communication activities feel more natural and enjoyable. Children did not perceive the activity as a formal language assessment but rather as an engaging play experience involving story characters. This positive emotional atmosphere encouraged children to participate more confidently and express their ideas verbally.

This finding corresponds with Bruner's perspective regarding the importance of meaningful learning experiences through interaction and symbolic representation (Widyaningrum, 2011). Stories, illustrations, and puppets represent symbolic tools that assist children in understanding their environment through meaningful representations. Through storytelling activities, children learn that words are connected with objects, actions, emotions, and specific events, thereby strengthening their symbolic understanding and language competence.

The findings also indicate improvements in children's ability to retell stories. Story retelling activities represent an important component of language learning because they

require children to recall information, organize sequences of events, and construct sentences independently. When children retell stories, they engage in active language construction rather than simply repeating expressions provided by the teacher. This process encourages children to develop vocabulary, sentence structures, and communication strategies.

The ability to retell stories is also closely associated with the development of narrative thinking skills. Through storytelling activities, children gradually understand that stories consist of essential elements, including characters, settings, problems, and solutions. Understanding these narrative structures supports children's logical thinking abilities while simultaneously improving their communication skills.

The findings of Setiasih and Suryadi (2025) further support this result by demonstrating that rich verbal interactions during learning activities contribute to children's language development. Teachers who provide opportunities for children to speak, expand children's responses, and acknowledge their ideas create a more supportive language-learning environment. Therefore, the quality of teacher-child interaction becomes a crucial factor influencing children's communication development.

From an early childhood education perspective, this study highlights that the effectiveness of storytelling activities is not solely determined by the quality of the story material but also by how teachers facilitate interaction throughout the process. Even simple stories can become powerful language-learning tools when teachers encourage dialogue, provide open-ended questions, and create opportunities for children to actively participate.

Another important finding is that interactive storytelling contributes to the affective dimensions that support language development. Children demonstrated increased confidence when given opportunities to speak in front of peers. Several children who initially remained silent gradually became willing to answer questions and express their opinions. This finding suggests that language development is not solely related to linguistic competence but is also influenced by psychological factors, including emotional security, motivation, and self-confidence.

From a pedagogical perspective, interactive storytelling provides an appropriate learning alternative for young children because it aligns with their natural characteristics of learning through play, imagination, and direct experiences. This approach offers a solution to language learning practices that remain predominantly teacher-centered and one-directional. Through interactive storytelling, teachers can integrate multiple developmental domains, including language, cognitive development, social-emotional competence, and creativity.

Nevertheless, implementing interactive storytelling requires teachers' readiness in selecting age-appropriate stories, mastering storytelling techniques, and creating responsive communication environments. Teachers should not merely act as storytellers who deliver narratives but should function as facilitators who actively support children's communication development.

Overall, this study demonstrates that interactive storytelling through picture storybooks and hand puppets plays an important role in creating an active, enjoyable, and meaningful

language-learning environment for young children. This strategy provides children with opportunities to listen, speak, imagine, and express ideas, allowing language skills to develop naturally through authentic communication experiences.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of interactive storytelling at TK Pertiwi Tanahbaya, Pemalang Regency, contributes to the development of early childhood language skills through an active, communicative, and enjoyable learning process. Storytelling activities combined with picture storybooks and hand puppets successfully created meaningful learning experiences that encouraged children to participate directly in communication activities. Children were not merely positioned as listeners but actively engaged in responding to questions, expressing opinions, acquiring new vocabulary, participating in dialogues, and retelling stories using their own words.

The implementation of interactive storytelling demonstrates that the quality of teacher-child interaction is a crucial factor in supporting children's language development. Through the role of facilitator, teachers provided verbal stimulation, open-ended questions, and communication support that encouraged children's confidence in speaking and their ability to construct sentences. In addition, supporting media such as picture storybooks and hand puppets contributed significantly to enhancing children's attention, imagination, and motivation throughout the learning process.

This study implies that interactive storytelling can be considered an alternative language-learning strategy that aligns with the developmental characteristics of young children. Early childhood educators are encouraged to design storytelling activities that are more participatory by integrating various creative learning media to provide children with optimal opportunities for communication. Future research may expand the scope of investigation by involving broader participants or exploring the integration of interactive storytelling with other developmental domains, such as creativity, social-emotional competence, and critical thinking skills in early childhood education.

REFERENCES

- Arifin, S. F., Wardhani, W. D. L., & Kusumaningtyas, N. (2023). Kesulitan yang Dihadapi Anak Usia Dini dalam Memahami Teks dan Strategi Mengatasinya. *Jurnal Pendidikan Anak Usia Dini*, 1(1). <https://doi.org/10.47134/paud.v1i1.34>.
- Ashari, A. T. (2024). Strategi Guru dalam Perkembangan Bahasa Indonesia pada Anak Usia Dini dengan Metode Cerita Bergambar. *Jurnal Global Ilmiah*, 1(10), 340–350. <https://doi.org/10.55324/jgi.v1i10.102>.
- Berliani, D., Jailani, M., & Wargadinata, W. (2024). Pemerolehan Bahasa Arab Pada Murid RA Al-Jannah Koto Majidin Berdasarkan Perspektif Vygotsky. *Al Mitsali Jurnal Penelitian Dan Pendidikan Bahasa Arab*, 4(1), 1–11. <https://doi.org/10.51614/almitsali.v4i1.323>.

- Etnawati, S. (2022). Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini. *Jurnal Pendidikan*, 22(2), 130–138. <https://doi.org/10.52850/jpn.v22i2.3824>.
- Fauziyyah, D. F., Sunendar, D., Sumiyadi, S., & Damaianti, V. S. (2023). Membaca Dunia Anak dengan Bijak: Peran Guru dalam Pembelajaran Cerita Anak Realis. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 7(5), 5171–5180. <https://doi.org/10.31004/obsesi.v7i5.5248>.
- Fitriani, D., & Aziz, U. B. A. (2021). The use of storytelling techniques in extratextual activities for the development of children's expressive language skills. *Gender Equality International Journal of Child and Gender Studies*, 7(2), 212. <https://doi.org/10.22373/equality.v7i2.10569>.
- Ginting, D., & Yulianto, W. E. (2023). THE EFFECTS OF STORYTELLING TEACHING STYLE ON ELEMENTARY STUDENTS' READING COMPREHENSION. *Journal of English Educational Study (Jees)*, 6(2), 132–141. <https://doi.org/10.31932/jees.v6i2.2472>.
- Ginting, D., Sabudu, D., Barella, Y., & Woods, R. (2023). The Place of Storytelling Research in English Language Teaching: The State of the Art. *Voices of English Language Education Society*, 7(2), 193–209. <https://doi.org/10.29408/veles.v7i2.12493>.
- Habsy, B. A., Rachmawati, A., Wiyono, R. F. W. F., & Rakhmanita, A. (2023). Penerapan Perkembangan Kognitif Jean Piaget dan Perkembangan Bahasa Vygotsky dalam Pembelajaran. *Tsaqofah*, 4(1), 143–158. <https://doi.org/10.58578/tsaqofah.v4i1.2143>.
- Irsyad, S. (2023). Perkembangan Kognitif dan Implikasinya Terhadap Pembelajaran. *Tafhim Al-Ilmi*, 14(2), 234–246. <https://doi.org/10.37459/tafhim.v14i2.6315>.
- Jiang, Y., Kaplan, B., & Ko-Wong, L. (2025). Does Teacher Talk Matter Too? A Meta-Analysis of Partial Correlations Between Teachers' Language Practices and Children's Language Development from Preschool to Third Grade. *Review of Educational Research*, 96(4), 1136–1172. <https://doi.org/10.3102/00346543251339131>.
- Kusumawardani, Y., Rahmawati, I., & Muttaqin, M. A. (2024). Implementasi Literasi Dasar Untuk Menstimulasi Kemampuan Berbahasa Pada Anak Usia Dini di TK Kusuma Bangsa 02 Tambakmas. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 12(1), 122–130. <https://doi.org/10.24269/dpp.v12i1.8826>.
- Lin, T., Chen, J., Lu, M., Sun, J., Purtell, K. M., Ansari, A., & Justice, L. M. (2023). The influence of classroom language contexts on dual language learners' language development. *Journal of Educational Psychology*, 115(6), 877–890. <https://doi.org/10.1037/edu0000804>.
- Mahani, A. M. (2023). CASE STUDY: ENHANCING ENGLISH LISTENING COMPREHENSION SKILLS AMONG PRESCHOOL CHILDREN. *International Journal of Teaching and Learning*, 3(1). <https://doi.org/10.17501/26827034.2023.3101>.
- Nguyen, T. T. P., & Phillips, L. G. (2022). How storytelling can work as a pedagogy to facilitate children's English as a foreign language learning. *Language Teaching Research*, 29(7), 3080–3103. <https://doi.org/10.1177/13621688221135481>.
- Rehan, F., & Zaidi, S. S. (2023). Exploring How Teachers Help Kids Talk Understanding Early Childhood Language Development. *SJLL*, 1(1), 27–41. <https://doi.org/10.62681/sprypublishers.sjll/1/1/3>.

- Setiasih, N., & Suryadi. (2025). Pengaruh lingkungan sosial terhadap perkembangan bahasa anak usia dini. *DUNIA ANAK: Jurnal Pendidikan Anak Usia Dini*, 8(1), 9–19.
- Sitohang, E. M. K., Listiyani, A., & Nurhayati, C. (2024). Penerapan Metode Membacakan Buku Cerita Untuk Meningkatkan Kemampuan Literasi Anak Usia Lima Sampai Enam Tahun di Tk XYZ [Application of the Story Book Reading Method to Improve the Literacy Skills of Five to Six Year Old Children in XYZ Kindergarten]. *Jurnal Teropong Pendidikan*, 3(1), 39. <https://doi.org/10.19166/jtp.v3i1.7521>.
- Spencer, T. D., & Pierce, C. (2022). Classroom-based Oral Storytelling: Reading, Writing, and Social Benefits. *The Reading Teacher*, 76(5), 525–534. <https://doi.org/10.1002/trtr.2144>.
- Sunar, P. K., Dahal, N., & Pant, B. P. (2022). Using digital stories during COVID-19 to enhance early-grade learners' language skills. *Advances in Mobile Learning Educational Research*, 3(1), 548–561. <https://doi.org/10.25082/amler.2023.01.003>.
- Wan, E. W. Y., & Ai, J. T. T. (2023). Early Second Language Learning and Arts Integration in Malaysian Multicultural Context: A Sociocultural Perspective. *Malaysian Journal of Social Sciences and Humanities (Mjssh)*, 8(5), e002297. <https://doi.org/10.47405/mjssh.v8i5.2297>.
- Widyaningrum, R. (2011). Tahapan J. Bruner dalam pembelajaran matematika pada penjumlahan dan pengurangan bilangan bulat di sekolah dasar (SD/MI). *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, 9(1), 66–80.
- Wiyono, G. H., Hendriani, W., Yoenanto, N. H., & Paramita, P. P. (2024). Peran Orang Tua terhadap Perkembangan Bahasa pada Anak dengan Usia Golden Age. *Jurnal Pendidikan Anak*, 13(1), 92–99. <https://doi.org/10.21831/jpa.v1i1-2.282>.
- Xiao, M., Amzah, F., Khalid, N. A. M., Rong, W., & Zhou, X. (2025). Supporting Oral Language Development in Preschool Children Through Instructional Scaffolding During Drawing Activity: A Qualitative Case Study. *Behavioral Sciences*, 15(7), 908. <https://doi.org/10.3390/bs15070908>.
- Yansyah, Y., Hamidah, J., & Ariani, L. (2023). Membangun Literasi Dwibahasa melalui Big Book Storytelling untuk Anak Usia Dini. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 7(1). <https://doi.org/10.31004/obsesi.v7i1.3697>.
- Yulianawati, I., Nurhadi, K., & Mayasari, A. D. (2022). Elementary Students Reading Engagement: the Impact of Story-Telling in EFL Reading Comprehension. *Riwayat Educational Journal of History and Humanities*, 5(1), 159–167. <https://doi.org/10.24815/jr.v5i1.27726>.
- ZD, N. N. R., Wulandari, T., Isari, A., & Kuntarto, E. (2024). Studi Kepustakaan tentang Perkembangan Bahasa pada Anak Sekolah Dasar. *Asian Journal of Early Childhood and Elementary Education*, 2(6), 605–617. <https://doi.org/10.58578/ajecee.v2i6.4152>.