



Big Book Storytelling : Stimulation Strategies in Early Childhood Literacy

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Abstract

Keywords:

Big Book
Storytelling,
Early
Childhood,
Literacy.

Background: Early childhood literacy plays an important role in overall personality development. Literacy can be developed in various ways, one of which is by using various interesting learning tools such as big books and storytelling. **Aim:** The purpose of this research is to analyze the application of big book storytelling media to early childhood literacy. **Method:** The type of research is experimental research with a one-group-pretest-posttest design. In the sampling technique, purposive sampling was used. The research was conducted at TK Negeri Pembina Ngimbang, Lamongan Regency with a total sample of 85 children. Data collection techniques used observation sheets and documentation. The data analysis technique used the Wilcoxon Test. **Result:** The results of the Wilcoxon test mean the rank between the pretest and posttest is 9.50, with a Z of -4.243 and a significance of 0.000 <0.05 indicating that there is a significant difference between the pretest and posttest. **Conclusion:** The results of this study big book storytelling media can stimulate early childhood literacy. This has implications that PAUD educators can maximize the use of big book storytelling media to increase early childhood literacy.

Abstrak

Kata Kunci:

Big Book
storytelling,
Literasi,
Anak Usia Dini.

Literasi anak usia dini memainkan peran penting dalam pengembangan kepribadian secara keseluruhan. Literasi dapat dikembangkan dengan berbagai cara, salah satunya dengan menggunakan berbagai sarana pembelajaran yang menarik seperti big book storytelling. Tujuan dari penelitian ini adalah untuk menganalisis penerapan media big book storytelling terhadap literasi anak usia dini. Jenis penelitian ini penelitian eksperimen dengan rancangan one group-pretest-posttest design. Dalam teknik sampling, purposive sampling yang digunakan. Penelitian dilakukan pada TK Negeri Pembina Ngimbang Kabupaten Lamongan dengan

jumlah sampel penelitian sebanyak 85 anak. Teknik pengumpulan data dengan lembar observasi dan dokumentasi. Teknik analisis data menggunakan Wilcoxon Test. Hasil uji Wilcoxon rata-rata Rank antara Pretest dan Posttest adalah 9,50, dengan Z sebesar -4,243 dan signifikansi $0,000 < 0,05$ menunjukkan bahwa terdapat perbedaan yang signifikan antara Pretest dan Posttest. Hasil penelitian tersebut media big book storytelling dapat menstimulasi literasi anak usia dini. Hal ini berimplikasi bahwa pendidik PAUD dapat memaksimalkan penggunaan media big book storytelling untuk meningkatkan literasi anak usia dini.

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1. Introduction

Education becomes One of children rights that can be granted by the state. It aims for the development, skills, and opportunities of the children. Literacy is one of the essential things for children from an early age (Ariyani, 2018). The current condition of literacy education is not optimal yet due to unimportant components in early childhood education (Yansyah et al., 2021). The low interest in Indonesian literacy is one of the national problems nowadays. The negative effect causes the public often feels easier to assimilate and accept false information that spreads very quickly. It is due to the lack of interest in reading. Therefore, it becomes one of the causes of low literacy. Moreover, it impacts the lack of people finding valid and trustworthy information (Zati, 2018). Literacy is originally defined as a tool for learning to read, but now it has developed into a tool for learning to read that is tailored to the needs of children. The purpose of developing early childhood literacy is not only limited to letter recognition and initial literacy but also to develop information processing, reasoning, and action skills of children based on information obtained through reading (Yulia et al., 2021). Early literacy in children involves several child communication processes, namely reading, writing, speaking, scrutinizing or listening, seeing, and finally teaching children to think logically and critically (Prabowo et al., 2022). Literacy process of a child involves more than just reading and writing. It also involves analyzing everything that has to do with language, whether positive or negative. Literacy must be instilled in children since they are born (Sumaryanti, 2018). These skills later are essential for children to use in daily life (Zati, 2018).

Childhood is often referred to as the golden period of language learning (Yansyah et al., 2021). Language development is one of the basic skills that children must have. Language is a system of symbols used to communicate with others (Kholilullah, Hamdan, 2020). In

addition, according to Sari (2018), Language potential is one of the skills that must be developed in early childhood. With good language skills, children can develop academically and communicate well in their social environment. The language development of children starts from simple to complex. It is a combination of social interaction, emotional development, intellectual skills, and physical and motor development. Early childhood education plays an essential role in developing the potential of children (Amalia et al., 2019). Language also plays an essential part in early childhood development. Children learn to hear, speak, read, and write according to their level of development (Isna, 2019). In this stage, children are introduced to three language lessons as part of their literacy or reading and writing skills.

As a country with a diversity of languages and cultures, Indonesian should master at least two languages, namely local language as the identity of their region and Indonesian language as national identity and ethnicity (Izzak, 2019). Besides the two languages mentioned above, children should be introduced to English as early as possible. English is the first foreign language in Indonesia and its learning must be done gradually. The selection of material based on age is also effective for the cognitive language development of children. Furthermore, fun learning situations must be an essential concern for learning success (Arumsari et al., 2017). Introducing English in early childhood cannot be separated from introducing local culture. On the other hand, local culture can be used as a tool, environment, and even as an English language learning material. For example, by speaking English, children can learn to express the cultures, customs, and traditions of their hometown. Learn English vocabulary while introducing children to the names of Indonesian fruits, traditional games, and various traditional clothes. In other words, understanding of local culture of children increases by learning English (Charlotte et al., 2014). In addition, Fadlan et al. (2021) states that being fluent in English is a good point when interacting in the business environment.

Language development in early childhood requires special treatment by considering the level of development. Dewi (2021) mentions the development of language skills of children will improve their ability to communicate. Speaking is a method of communication in early childhood. Children can convey their feelings to others through effective communication. A good communication environment occurs when others easily understand the language of children. Furthermore, Risnawati & Nuraeni (2019) argue that communication skills can be formed since early childhood. Without language skills, a person cannot communicate or convey what he feels to others. Ardiana (2021) suggests that in each lessons, educators must be able to increase their creativity in designing an attractive learning environment for children, and develop linguistic intelligence according to aspects of the development of children. Media is a tool that can deliver information between sources and recipients. There are three kinds of media in teaching and learning, namely visual, audio, and video. Veryawan (2021) says an educator must provide and promote learning

opportunities while considering the level of achievement. Educators also reinforce their creativity in teaching and offer activities that can increase the intellect and development of children. For children, more specific game media will be provided that enables them to have better understanding the lessons they receive. In addition, Apriliana & Fitri (2022) state educators are able to design effective learning by using methods and media that are appropriate to the learning objectives. Second, the use of child-friendly learning methods motivates children to learn more. Third, storytelling is an activity that develops courage, independence, and creativity in children toward language.

One of the medias that educators use is the big book. The big book is an interesting media alternative that educators can use. Big size is one of the characteristics of a big book (Indrasari et al., 2018). The big book contains large pictures, words, or sentences and is colorful. Students in the class can see all the parts of the big book because its size is different from a normal book. This book size is appropriate for preschoolers and children in primary school (Santi & Fergina, 2016).

Previous studies have shown the advantages of using big books for children. A research conducted by Yansyah et al. (2021) proves that the result of the Big Book Storytelling application is easy to use. It stimulates the interest of children in listening to stories and helps them memorize new vocabulary in Indonesian and English. A research conducted by Sitepu et al. (2021) signifies that the developed Islamic Big Book learning media has improved the language skills of early childhood. It is shown by the result of an assessment of the language development of children from small group trials conducted by the educator. The score shows 80.83% with good criteria.

Applying attractive media alone is not enough without appropriate teaching methods. One of them is storytelling. It is a significant task for children to enjoy language, encourage the development of emotional learning, improve the learning environment, and instill new values and culture in children (Utomo, 2013). This option seems necessary, as several studies have shown that storytelling works well for children. Syafrina (2020) states that storytelling increases the interest of children in reading. It is reflected in the enthusiasm of children for reading at school. They seem interested in talking about what they see from the pictures in the picture books, answering questions, and repeating the told stories. For foreign language learning in early childhood, Ninsiana (2017) supports that tales are one of the cross-cultural introduction tools of English. The use of early childhood narrative media improves the cognitive and language development, self-confidence, creativity, and problem-solving of children. It also helps children to interact with others in the local cultural context. According to Usia et al. (n.d.), storytelling is an energetic activity that is designed according to the stages of its development. Storytelling activities are suitable way to introduce beginning reading that is fun and imaginative.

Based on the discussion above, good big books and fairy tales have potential advantages when integrated and applied to the early childhood education (PAUD). Unfortunately, Not all of PAUD educators use Big Book for learning activities. Educators are not often familiar with storytelling techniques yet. Teachers prefer using books to convey material. Therefore, literacy is based on textbooks. As a result, this method seems stiff and unattractive to children. Educators should make literacy activities more fun for children with interesting media and techniques. According to the researchers, these results connect the gap between theoretical research findings and existing applications in the field. To fill this gap, researchers designed this study using large books or big books and fairy tales to increase literacy in early childhood.

2. Methods

Research design is a scheme, plan, and structure of an investigation that is arranged in such a way that the researcher will get answers to his research questions. Quantitative research was the design of this research. The type of this research was experimental research with a one-group-pretest-posttest design. Researchers used a purposive sampling technique. The research was located in the TK Negeri Pembina Ngimbang NPSN 20568240 at Jl. Pendidikan 04 Ngimbang Lamongan, East Java 62273, with a total sample of 85 children. This study had two types of variables, namely big book storytelling and childhood literacy. Literacy in children was measured by three indicators, namely: (1) Recognizing and understanding various information such as pictures, symbols, and stories. (2) Able to express thoughts and feelings in words and sentences, use various media, and construct conversations. (3) Children can show interest and participate in reading activities.

3. Result and Discussion

This research activity started with making initial observations about childhood literacy. It aimed to determine the child's initial literacy interest. Preliminary observations were carried out using observational assessment techniques and documentation of children's learning activities before the application of big book storytelling. After the initial observation process was complete, the next step was the implementation of the treatment. In this stage, the children were given the application of big book storytelling activities with a duration of 20 minutes for 5 days. The next step was to conduct the final observation with the same activities. This final observation aimed to determine children's literacy interests after the treatment was given. Then both observations were compared to know whether there were differences in the observation results. Based on the results obtained from the initial and final observations, the data were compared to test the hypothesis.

Childhood Literacy at Pretest

Before the big book storytelling treatment, childhood literacy is presented in Table 1 and Chart 1. Around 15 children (a percentage of 18%) get grades in the excellent category, 37 children (43%) obtain a

good category, 23 children (27%) get a fair category, and 10 children with a percentage of 12% score in the poor category. From these findings, it is known that most of the children have literacy in a good category before being given the big book storytelling treatment.

Table 1. Childhood Literacy before the Application of Big Book Storytelling (Pretest)

Score	Category	Qty	Percentage
4	Excellent	15	18%
3	Good	37	43%
2	Fair	23	27%
1	Poor	10	12%
0	Bad	0	0%
Total		85	100%



Chart 1. Childhood Literacy before the Application of Big Book Storytelling (Pretest)

Childhood Literacy at Posttest

The result of literacy or reading of children in the posttest after the big book storytelling treatment for 5 times (days) @ 20 minutes is shown in Table 2 and Chart 2.

Table 2. Childhood Literacy after the Application of Big Book Storytelling (Posttest)

Score	Category	Qty	Percentage
4	Excellent	21	25%
3	Good	39	46%
2	Fair	19	22%
1	Poor	6	7%
0	Bad	0	0%
Total		85	100%

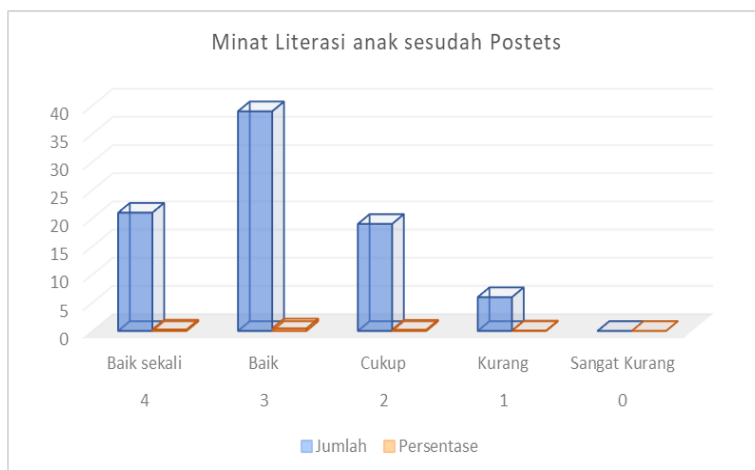


Chart 2. Childhood Literacy after the Application of Big Book Storytelling (Posttest)

Based on Table 2 and Chart 2, 21 children with a percentage of 25% scored in an excellent category, 39 children (46%) get a good category, 19 children (22%) obtain in a fair category, and 6 children (7%) score with a poor category. According to the table and chart above, the majority of children have a desire for literacy in a good category after the big book storytelling treatment.

The Comparison of between Pretest and Posttest

To find out whether there is an increase in childhood literacy skills before and after the implementation of big book storytelling treatment, the pretest and posttest scores of childhood literacy are compared. The result is shown in Table 3 and Chart 3.

Table 3. Comparison of Childhood Literacy before and after the Application of Big Book Storytelling (Pretest-Posttest)

Score	Category	Pretest Value		Posttest Value	
		Qty	Percentage	Qty	Percentage
4	Excellent	15	18%	21	25%
3	Good	37	43%	39	46%
2	Fair	23	27%	19	22%
1	Poor	10	12%	6	7%
0	Bad	0	0%	0	0%
Total		85	100%	85	100%

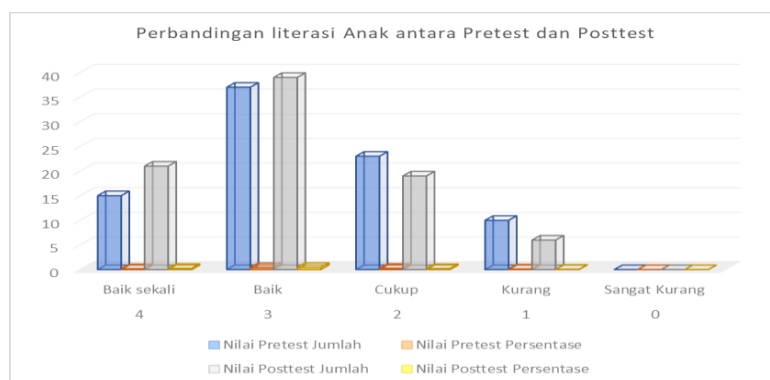


Chart 3. Comparison of Childhood Literacy before and after the Application of Big Book Storytelling (Pretest-Posttest)

Table 3 and Figure 3 show 15 children with a percentage of 18% get an excellent score before receiving the big book storytelling treatment. It increases to 21 children (25%) after receiving the treatment. There are 37 children (43%) who have a good category before the big book storytelling treatment. It rises to 39 children with a percentage of 46% after the treatment. Around 23 children (27%) obtain a fair category before being given the treatment. However, it decreases to 19 children (22%) after the big book storytelling treatment. It signifies that some children experienced an increase in performance from the pretest to the posttest. In addition, there are 10 children (12%) have a poor score before receiving the big treatment. After the treatment, it decreases to 6 children with a percentage of 7%.

Statistics Analysis

Normality Test and Wilcoxon Test

For data analysis used to compare or analyze differences between the pretest and posttest, the researchers use Paired t-test (if the data normally distributes) or Wilcoxon (if the data is normally distributed). Based on the results of data normalization with Kolmogorov-Smirnov, the results are shown in Table 4.

Table 4. The Result of Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre	0.254	85	0.000	0.871	85	0.000
pos	0.260	85	0.000	0.856	85	0.000

a. Lilliefors Significance Correction

Based on Table 4, the Test Statistics value for Pretest is 0.254, with a significance of 0.000 < 0.05. It indicates that the data for the Pretest is not normally distributed. The Test Statistics value for the Posttest is 0.260, with a significance of 0.000 < 0.05. It indicates that the data for the Posttest is also not normally distributed. As a result, Wilcoxon is used for comparing the results of the Pretest and Posttest.

The Wilcoxon Test

Based on the Wilcoxon test, the results are presented in Table 5.

Table 5. Value Difference Test Results of Pretest and Posttest

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttes - Pretets	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	18 ^b	9.50	171.00
	Ties	67 ^c		
	Total	85		
a. Posttes < Pretets				
b. Posttes > Pretets				
c. Posttes = Pretets				

Test Statistics ^a	
	Posttes - Pretets
Z	-4.243 ^b
Asymp. Sig. (2-tailed)	0.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Table 5 shows the average rank between the Pretest and Posttest is 9.50, with a Z of -4.243 and a significance of 0.000 < 0.05. It indicates that there is a significant difference between the Pretest and Posttest. Moreover, there is a valuable difference in the level of childhood literacy before (Pretest) and after (Posttest) the treatment of big book storytelling (true). In other words, big book storytelling can improve early childhood literacy skills.

Discussion

According to the results of the research above, it is known that literacy in children after being given the big book storytelling treatment is better than before the treatment. For children who scored in the excellent category before being given the big book storytelling treatment (18%), after being given the big book storytelling treatment, the number rises to 25% of children. As many as 37% of children scored in the good category before being given the big book storytelling treatment, it increases by 39% of the children after the treatment. It means that some children's scores increased from the pretest to the posttest.

The result of the Wilcoxon test with the average Rank result between the Pretest and Posttest is 9.50, with a Z of -4.243 and a significance of 0.000 < 0.05, indicates that there is a difference between the Pretest and Posttest in the interest in reading or literacy of children before and after Big Book Storytelling treatment has a significant difference. In other words, storytelling with big books can improve children's reading skills. The results of this study support the research conducted by Indrasari et al. (2018), which finds that the use of big books had a significant impact on children's vocabulary. Besides that, as an experimental class, the results of the word recognition task showed

more satisfactory results. It means that educators must be active and creative in presenting attractive media so that children are motivated to learn languages. In addition, children can express themselves by expressing feelings, ideas, or content in their heads. Based on the Kruskal Wallis analysis technique, the sig. of 0.00 meets the assumption of the sig. of <0.05 . It indicates that children are more interested in reading and writing. Reading with big books is effective for increasing children's interest in literacy.

The result of the study conducted by Fitriani et al. (2019) concludes that children's learning outcomes using big book media could achieve a higher score in developing children's language skills at 87.5%. Santi & Fergina (2016) apply pre-experimental research design. The participants in this study were students of early childhood education (PAUD). The use of big books has a highly positive effect on childhood literacy. Big books can build interaction between educators and children in the language teaching and learning process. The use of big books makes children's literacy increase than normal size books. In addition, Yansyah et al. (2021) concludes big book storytelling is easy to use and can help children enjoy reading as well as help them learn new words, both in Indonesian and English. A child feels safe and enthusiastic about learning by using this media. Specifically, big book storytelling reduces the usefulness, ease of use, and effectiveness of literacy education.

4. Conclusion

The big book storytelling is a media and learning method that is deliberately designed. It aims to stimulate early childhood literacy. Early childhood literacy is not just reading and writing activities but the ability of children to understand various kinds of information, express thoughts and feelings, and participate in reading activities. Based on the research results, applying big book storytelling can increase literacy in children. The result shows the average literacy of children before and after being treated by big book storytelling is significantly different. The Wilcoxon test obtains an average rank between the Pretest and Posttest is 9.50, with a Z of -4.243 and a significance of $0.000 < 0.05$. It indicates that there is a significant difference between the Pretest and Posttest. In addition, children also enjoy storytelling activities using big book media. The learning atmosphere becomes attractive and communicative. In conclusion, educators can use big book storytelling to stimulate early childhood literacy.

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