

# Effectiveness of Using Big Books Murangkalih on Expressive Language of Children Aged 5-6 Years

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**Abstract:** The aim of this research was to produce the Murangkalih Big Book which is effective for improving expressive language in early childhood aged 5-6 years. This study involved a total of 12 respondents of early childhood aged 5-6 years. Using research methods with a quantitative approach. The instruments used were pre-test and post-test. The pre-test was to determine the respondent's initial knowledge while the post-test was to see the results after being given treatment for 14 meetings. During the treatment the children were observed to develop their ability to use expressive language. The results showed that during the treatment the children experienced significant development in the use of expressive language. The conclusion from the research is that the big book Murangkalih was effective in improving the expressive language skills of children aged 5-6 years.

**Keywords:** Big Book, Early Childhood, Expressive Language

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## 1. Introduction

Social interaction in the 4.0 revolution era is almost entirely through information and communication technology. The use of communication tools can result in low language skills in early childhood. This change has resulted in the lack of social interaction between each other which has an impact on the decline in expressive language skills in early childhood. The results of Fauzi and Basikin research (2020) show that early childhood aged 5-6 years have not been able to master the vocabulary that becomes a series of structured sentences (Fauzi & Basikin, 2020). This is because many young children nowadays like to play games through smartphones.

Language was the most important tool in interacting, communicating, and developing civilization throughout its life. Through language, children can create various symbolic interactions, in expressing their feelings, experiences and knowledge (Gabatz et al., 2017). Children's language skills need to be directed to improve their ability to communicate properly and correctly (F. Dick et al., 2015). Communication has four language skills, namely listening, speaking, reading, and writing. In accordance with the mental development of children, early childhood was required to be able to hear and speak properly and correctly. Expressive language was a spoken language where expression, intonation, and body movements are the main factors in communicating (Efrina et al., 2018; McLaughlin, 2011; Tager-Flusberg et al., 2009).

The teacher's role is very important in determining the learning strategies used by adjusting the circumstances and needs of students. Teachers must be able to apply appropriate learning strategies with supporting media to facilitate the learning process (Marpanaji et al., 2018). Teachers are required to be able to recognize the characteristics of children first before choosing learning strategies and supporting media that will be used in the learning process. Teachers must be able to develop all aspects of development in children, one of which is the aspect of language skills.

Aspects of speaking ability consist of linguistic and non-linguistic aspects (De Jong et al., 2012). To develop speaking skills in children, it can be stimulated by telling stories. Storytelling can be done directly without media or using media. Storytelling with the media aims so that children can respond appropriately to the content of the story and can help develop children's imagination to understand the content of the story (Zuhriyah, 2017). According to Giordani, et al (2016) media was anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns, interests, and concerns of children so that the learning process occurs properly (Giordani et al., 2016).

Colville-Hall and O'Connor (2006) stated that the big book was a picture book that was chosen to be raised and has a special quality (Colville-Hall & O'Connor, 2006). Lynch stated that the big book media has the advantage of providing opportunities for children to be involved in real situations in a way that is not scary (Lynch, 2008). To develop children's speaking skills, it can be done using a variety of interesting media. One of them is the use of big book media in learning. The use of big book media in learning can be done by using the storytelling method, because this method can provide a learning experience for children by bringing stories to children orally (Eliyasni et al., 2019; Mahayanti & Asrina, 2017; Nurani & Mahendra, 2019; Sa'idah et al., 2019; Sitepu et al., 2021; Syamsiah, 2018; Yola et al., 2017). The application of big book media to develop children's speaking skills. Media that could stimulate children to develop speaking skills is big book murangkalih media because big book murangkalih media has text and images that are larger in size and colourful. Based on the advantages of big book murangkalih media, this study will apply big book murangkalih media to see if it can improve children's expressive language skills to be more optimal.

## 2. Research Methods

### Participants

The study was conducted at Islamic Rumah Pelangi Kindergarten, and this study focused early childhood with an age range of 5-6 years. The characteristics were decided based on the consideration that teachers in early childhood with an age range of 5-6 years have introduced simple improve children's expressive language skills. This study involved as many as 12 early childhoods with an age range of 5-6 years. Sampling techniques with purposive sampling methods. Determining samples was based on researchers' consideration of which examples are most helpful and representative (Sugiyono, 2015). The selection to be taken was determined based on knowledge of a population, its members, and the purpose of the study; the sample was taken randomly. The details of the sample were as in table 1.

Table 1. Details of the number of samples

No	Gender	Amount	Percentage (%)
1.	Male	7	58.3
2.	Female	5	41.7
	Total	12	100

### Research Design

The method used was a quantitative approach used the Systematic design innovation (W. Dick et al., 2015). After the learning model was developed, validation was done before testing with prospective users. This research design provides interventions for students to learn through Big Book Murangkalih. In the early stages, are given a questionnaire to know students initial knowledge before intervention. After analyzing the student's responses, learning activities were carried out every day for 14 days with an activity time of 45 minutes. Students are expected to take surveys designed to measure experiences during the learning process. Teachers and parents have given consent to the activities undertaken for the study. At the end of the learning process, post-tests are carried out to measure the effectiveness of the learning process.

### Research Instruments

The instruments were designed according to improve expressive language skills for early childhood ranging from 5 to 6 years. The device used was a Likert scale questionnaire to obtain information to assess the level of numeracy ability based on the use of Big Book Murangkalih. Assessment rubric for scores includes,

- 1= Undeveloped
- 2= Start growing
- 3= Grow as expected
- 4= Excellent development.

Research instruments have been validated before use. The question in the tool consists of 14 items, as presented in Table 2.

Table 2. Research Instrument Indicator

No.	Indicator	No. Item	Number of items
1	Able to listen and understand the story that has been read	1,2,3,4,5,6	6

2	Get to know the vocabulary of adjectives, time, place	7, 8, 9, 10	4
3	Courage in speaking	11, 12, 13	3
4	Retelling the story that has been heard	14, 15, 16	3
	Total		16

### Data Analysis Techniques

Pre- and post-test analyses aim to diagnose students' experiences before and after used learning models in the learning process. Data analysis techniques were used based on information from surveys conducted on students. Students are observed by filling out forms based on the student's perspective on Big Book Murangkalih. Statistical testing was achieved through the t-test method (Gall et al., 2016) to determine learning effectiveness in field trials. The t-count value is compared to the one-way t-table, with a confidence level of 95% and  $df = n-1$ . The null hypothesis is accepted when the t-statistic becomes more significant than the t-table. If the opposite happens, then the null hypothesis is accepted.

### 3. Results and Discussion

Product effectiveness test results were developed through pre-test and post-test. The pre-test is performed to measure the initial level of knowledge before treatment. Post-tests were carried out to determine the effectiveness of products developed after the most vulnerable treatment of prospective users. The results of the pre-test and post-test can be seen in table 3.

Table 3. Pre-test and Post-test Results

Description	Pre-Test Results	Post-Test Results
Mean	36.3	53.9
Media	35.5	53.5
Standard deviation	4.01	3.18
Variance	16.1	10.1
Minimum	13	49
Maximum	45	59
N	12	12

The pre-test results displayed in table 3 of the high score were 45, the lowest score was 13, the average was 36.3, and the deviation was 4.01. The frequency distribution of pre-test results can be presented in table 4.

Table 4. Frequency Distribution of Pre-Test Results

	Levels	Frequency Absolute	Frequency Relative (%)	Frequency Cumulative (%)
1	32	2	16,7	16,7
2	33	2	16.7	33.3
3	35	2	16.7	50.0
4	36	2	16.7	66.7
5	38	1	8.3	75
6	40	1	8.3	83.3
7	41	1	8.3	91.7
8	45	1	8.3	100
	Total	12	100	100

In Table 4, the number of students who have learning outcomes below the average score of eight students (66.7%) can be explained, and four (33.3%) had learning outcomes above average. Student pre-test results data could be viewed in histograms in figure 1.

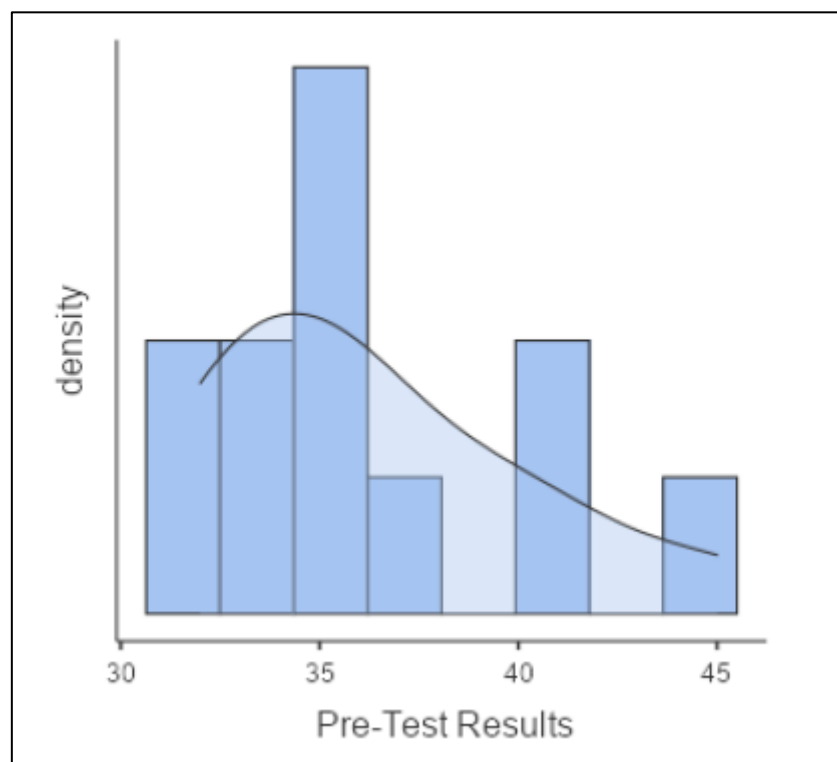


Figure 1. Pre-Test Result Histogram

The post-test results displayed in table 3 of the high score were 59, the lowest score was 49, the average was 53.9, and the deviation was 3.12. The frequency distribution of post-test results can be presented in table 5.

Table 5. Frequency Distribution of Post-test Results

	Levels	Frequency Absolute	Frequency Relative (%)	Frequency Cumulative (%)
1	49	1	8.3	8.3
2	51	2	16.7	25.0
3	52	2	16.7	41.7
4	53	1	8.3	50.0
5	54	1	8.3	58.3
6	55	2	16.7	75.0
7	58	2	16.7	91.7
8	59	1	8.3	100
	Total	12	100	100

In Table 5, it can be explained that the number of students who have learning outcomes below the average score of six students was (50%), and six students (50%) had above-average learning outcomes. Student post-test results data can be viewed in histograms in figure 2.

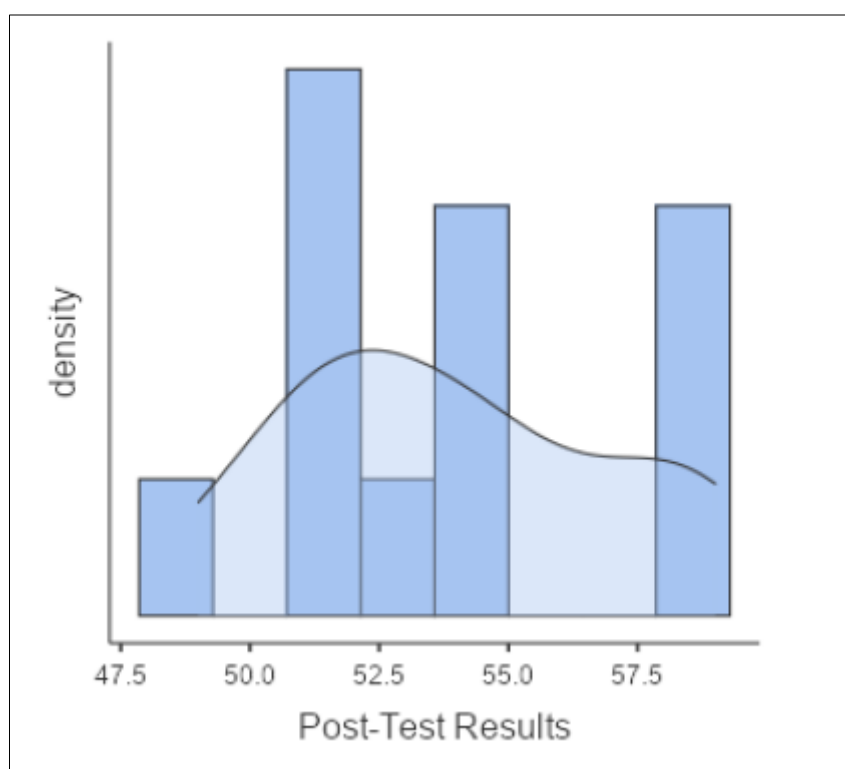


Figure 2. Post-Test Result Histogram

Based on the results of the prerequisite test, namely the pre-test and postal data normality test obtained significance data  $> 0.05$  data declared normal. The results of the homogeneity prerequisite test were obtained because of  $0.269 > 0.05$ , then the distribution of data was increased homogeneously so that it could be continued with the hypothesis test.

The hypothesis test results with the t-paired test can be seen in table 6.

Table 6. t-paired Test Results

	Df.	Mean	t-statistic	t-table	Significs $\alpha = 0.05$
t-Paired	11	-17.6	33.2	0.576	0.001

Based on table 6 obtained t-statistic was 33.2 compared to the t table in DF 11. If t statistics  $>$  t table = 0.576, it could be interpreted as significant, meaning that the pre-test score is different from the post-test score. You can also look at the sig value. (2-tailed): The probability value/p-value of the t Paired test = 0.001 means a difference between before and after treatment since the p-value  $< 0.05$ . For a Mean value of -17.6, a negative value indicates a tendency to increase post-test scores after treatment. The average increase of 17.6 shows that Big Book Murangkalih effectively improve expressive language skills in the early childhood age range 5-6 years.

Learning to read in early childhood education must be accompanied using learning media. One of the media that can be used in learning to read is the Big Book media. Muraqngkalih's Big Book media contains certain themes, such as animals, plants, activities, and others. The results of the study reveal that the use of Big Book Murangkalih media could improve expressive language skills. This can be seen from increasing the ability of children from day to day to learn to read. The use of Murangkalih Big Book for expressive language learning can help young children with reading difficulties. This finding is in line with Earle & Sayeski (2017), that the use of Big Books can involve children in the learning process to improve reading skills(Earle & Sayeski, 2017). The Big Book Murangkalih method was a fun reading method and was done through playing. Big Book Murangkalih was a language learning method by emphasizing the unified introduction of language elements (listening, speaking, reading, and writing). According to Kostelnik et al (2017) children will get used to predicting the next word when they read(Kostelnik et al., 2019). This is a strategy that adults use in reading. Thus, children are trained to use reading strategies like those used by adults. So, by using the Big Book, teachers are more likely to pass on how to read to children rather than teaching the reading process. Development of language skills by developing all aspects of language

holistically, can be seen through the stages of using Big Book. Lynch (2008) (a) pre-reading, (b) reading the whole story (c) repetition of reading (d) after reading (e) closing activities. Children know how to read words from the way the teacher is telling the contents of the book (reading). When the teacher points to a word that is read, it can focus the child's attention on how the word is written (write)(Lynch, 2008). The teacher can stop at one word, then the child continues reading the reading (listening). The teacher can stimulate the child's comments about the content of the story or guess the continuation of the story (talk).

The use of Big Book media can increase student motivation(Agustina, 2018; Kuşdemir & Bulut, 2018). This is because students learn not only through ordinary textbooks, but also through interesting books and pictures in books. The selection of learning strategies in reading is needed to improve children's understanding of reading(Braojos et al., 2014). The application of appropriate learning strategies has the impact that children can feel learning to read more meaningfully.

#### **4. Conclusion**

Based on the results of the discussion, it can be concluded that Big Book Murangkalih was effective for improving expressive language skills in early childhood aged 5-6 years. Big Book Murangkalih as a medium that can improve early childhood in reading simple sentences. Based on the findings of this study, it was hoped that it can become an alternative learning media, especially in language skills and in other subjects. Teachers can use the Big Book Murangkalih media as a support for learning activities to improve the quality of learning. In future research, it was expected to increase the use of Big Book Murangkalih media which makes it easier for early childhood children to learn, play and improve reading skills. Weaknesses of Big Books Murangkalih, teachers must manage time well, because it was time consuming and unexpected situations need to be considered in the classroom. When reading Murangkalih's Big Book, it was important to pay attention to the class atmosphere and the students do not talk to each other.

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