Big Book Media Development with See Think Wonder Approach to Increase Early Literacy of Early Childhood

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ABSTRACT

This study aims to develop Big Book learning media with the See Think Wonder approach in improving early literacy of children aged 5-6 years. The method used is research and development (R&D) with the ADDIE model, which includes analysis, design, development, implementation, and evaluation. The results showed that the use of Big Book media can improve children's literacy skills, including vocabulary recognition, story comprehension, and communication skills. Children can make simple sentences from the vocabulary they hear and retell the content of the story in their own language, reflecting their understanding. Teacher observations show that the See Think Wonder approach is effective in increasing children's vocabulary, with each child adding three to five new words. In addition, the children also practiced their imagination and cognitive training through the questions asked, whether related to the story or not. Thus, this approach not only improves expressive language skills but also builds children's confidence in communicating. This study concludes that See Think Wonder-based Big Book media can significantly improve early literacy in young children, with an increase in vocabulary, the ability to make sentences, and the ability to ask questions. These results show the importance of using interesting and interactive media in early childhood education to support optimal literacy development.

Keywords: Big Book, See Think Wonder, Early Literacy, Early Childhood

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INTRODUCTION

Literacy is one of the basic skills that is very important for child development, especially at an early age. Children aged 5-6 years are at a stage of development referred to as the "golden age" in language and literacy skills. At this age, they easily absorb new information and show great interest in reading and storytelling activities. However, not all children get the opportunity to develop their early literacy skills optimally. One of the challenges faced in early childhood education is the lack of learning media that can attract children's attention and support the learning process effectively. Appropriate learning media is needed to stimulate children's interest in literacy activities. One of the media that has been proven effective in improving early literacy in early childhood is Big Book. Big Book

is a large storybook designed to be read together interactively. Through large pictures, simple text, and attractive visual presentation, Big Book facilitates fun and interactive learning. This media allows children to be actively involved in the reading process, such as observing the pictures, listening to the story, and responding by asking questions or retelling the story. Big Book also supports the development of early literacy through various aspects, such as letter recognition, vocabulary development, and the ability to understand the storyline and sentence context. In addition, learning through Big Book can strengthen social skills, such as the ability to communicate and work together in groups.

(Muhammad Aulia et al., 2019) said that children can read is the ability they have in language. Reading activities in learning must be adapted to the reading level, starting from the low grade and continuing to the high grade. Based on this research, researchers are interested in making big book media. That is a big book with all the contents in the book large. So that children will easily see the pictures and writing in the book. This big book is a learning medium that can support the teaching and learning process. Learning media will be more meaningful in several aspects when compared to learning methods without media. As said by (Jumiati, Halifa Rahakabaw, Erna Budiarti, 2022). It is important for teachers to have a basic understanding of literacy development and know the learning objectives for the students they are responsible for. Before starting learning, teachers must know the competencies possessed by students. Because when teachers know the competencies possessed by each child, teachers become younger to provide stimulus to children and determine learning objectives. Therefore, teachers have a very big influence on the development of children's early literacy. As expressed by (Siti Aisyah, 2023), based on this opinion, researchers made big book media with the see-think-wonder approach, which is part of the visible thinking routine. Habits that are carried out every day to train children to think. Starting with mentioning what words are in the book, then the child expresses what he thinks and makes questions from the story he has heard.

Signs of the development of reading literacy in children aged 5-6 years are that children can mention letter symbols in storybooks, children can retell pictures in books, show happy behavior reading books, recognize the initial letters of the names of objects around them, and read their own names. While the indicators of the achievement of writing literacy for children aged 5-6 years in Permendikbud 146 of 2014 include being able to write their own name and being able to write and show the form of pre-writing letter symbols.Early literacy is the knowledge of language possessed by someone related to reading and writing activities. It is said to be early literacy because at this stage it is the initial stage for early childhood in recognizing the shape of letter symbols. Mukhtar & Amalia revealed that the use of the concept of literacy is quite dynamic; literacy skills are a whole series starting from the ability to read and write, critical thinking, spoken language used to communicate in the home environment, or in the community. Literacy development is closely related to language or communication, intended to exchange opinions and feelings.A person's ability to understand the information they get is called literacy. If a person's literacy is good, then his ability to understand spoken language, even writing, can be actualized well. And very helpful in developing his ability in terms of

language. Likewise with early childhood, if developed from the beginning, children will have good language skills. As stated by the Ministry of Education and Culture (2020), early literacy skills are not only the ability to string letters and syllables, but more than that, children can be able to make sentences from words they know and can recognize and write their own names.

(Dian Arsa, 2019) says literacy is a person's understanding of the information he receives, whether in the form of learning material from a writing or delivered orally. As for early childhood, literacy is information obtained by children through direct practice with experiences from their five senses. Literacy can also develop children's cognitive abilities through specific reading and writing activities. And the information from the experience that children get becomes initial knowledge for them. Literacy also fosters their greater curiosity; children become trained to think about new things from the text or writing they see. Critical thinking is very important for students; therefore, it is important to develop it. Critical Thinking students since they are at the lowest level of formal education. The provision of Critical Thinking in the 2013 curriculum as a skills and knowledge target for school graduates in Indonesia is stated in the Ministry of Education and Culture of the Republic of Indonesia (2016) and is in line with global education goals that place Critical Thinking as a key outcome of the second century education curriculum (Bart, 2010; Bok, 2006). The implications of national policy require schools to accommodate pedagogies that foster students' critical thinking, for example, by implementing student-centered approaches that foster a culture of reasoning (Ritchhart, 2015).Thinking routines are one element of an initiative called Visible Thinking. The practicality of using thinking routines and documentation as a learning tool in the classroom. Good thinking is not a matter of skill but also a matter of disposition. Open-mindedness, curiosity, attention to evidence, and imagination all result in this for good thinking, according to (Perkins & Ritchhart, 2024). Effective thinkers make their thinking visible, meaning they externalize their thoughts through speaking, writing, drawing, or some other method. They can then direct and improve those thoughts.

METHODS

The model design that the author uses is the ADDIE model design. This model is considered the most feasible in early childhood. Because it goes through several clear stages. When compared to other models, namely the 4D model, the ADDIE model is more complete, so it can be said that this model can be used as a model for product development, learning strategies, learning methods, and also teaching materials to be used. As revealed by the ADDIE model developed by (Dick and Carry, 1996) for the development of products, learning strategies, learning methods, and teaching materials. Based on the problem under study, the method used in the research is research and development (R&D). The purpose of this research is to find and develop big books with the see-think-wonder approach to improve early literacy for children aged 5-6 years. The model used in the development of this product is the ADDIE Model. The development of the learning model is based on the theory of constructivism with the selection of the Borg and Gall model.
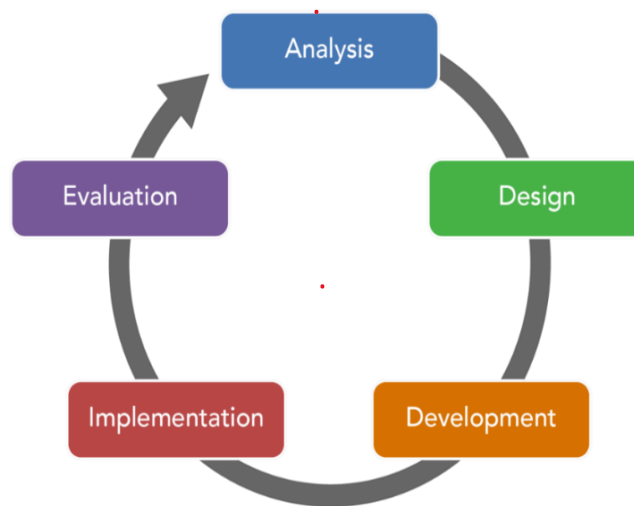
Figure 1. ADDIE Model

FINDING AND DISCUSSION
RESEARCH RESULT

In developing big book media based on see think wonder, researchers use the ADDIE development model, which consists of five development stages, namely, the analysis stage, the design stage, the development stage, the implementation stage, and the evaluation stage. The stages in the implementation of development research are as follows:

1) Analysis

At this stage, analysis activities are carried out by looking at the characteristics of early childhood who like listening to illustrated stories and the enthusiasm of early childhood when stories are read. How they feel when reading a big book.Researchers recorded the needs of early childhood on big book media products that will be made. Namely, books, writings, and pictures with large sizes, and the letters used are uppercase prefix letters, and the next letters are lowercase letters, with the aim of introducing early childhood to various letters, researchers use open-source fonts.

2) Design

Researchers made a big book design using the Canva application, with the order of the design being to make a storyboard story that will be made in the big book. Researchers designed an attractive cover so that it appears in early childhood, especially to find out the contents of the storybook. The components in the cover are the title of the story, the author's name, and the name of the illustrator. Here's an example of a big book's cover.
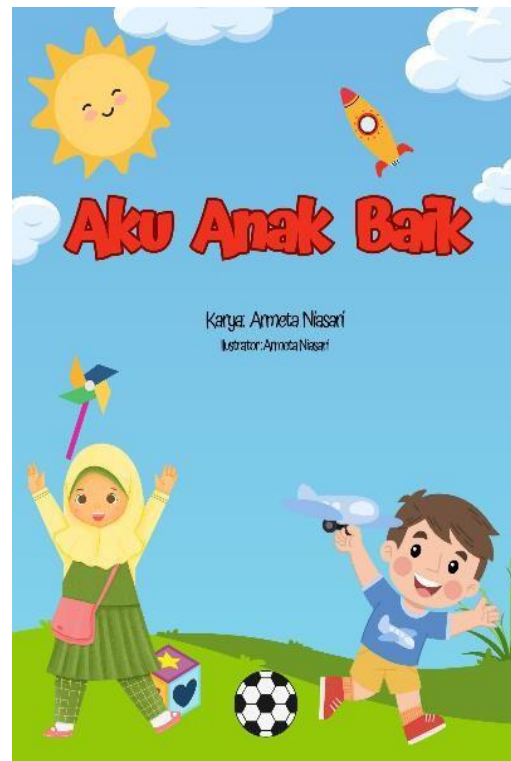
Figure 2. Big Book's Cover

Figure 3. Story Board

3) Development

Researchers made a big book design using the Canva application with the order of the design to create a storyboard story that will be made in the big book. The development of this big book media is based on see, think, wonder. In the big book there is a see-think-wonder sheet that can be written on because it uses glossy paper. If written with whiteboard markers, it can be erased and rewritten.
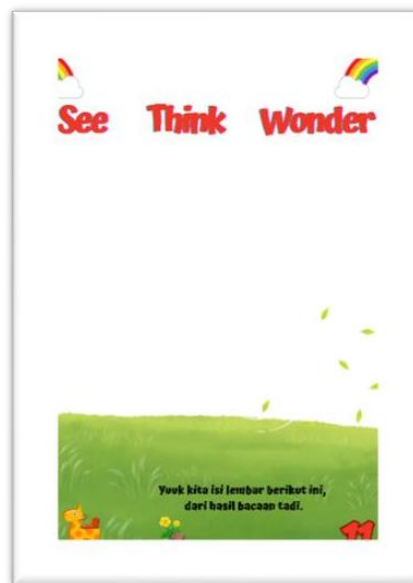

Figure 4. See Think Wonder's Sheet

4) Implementation or product trial

This product is tested on several children from 3 classes in Kindergarten B with an age range of 5-6 years. The trial was conducted to find out how effective big book media is for improving early childhood literacy. The trial was conducted in different classes. Quoting the words of Sadiman A.S. (1993) in the research of Badru Zaman,

M.Pd., and Hj. Cucu Eliyawati, M.Pd., media in learning is a tool to convey messages so that early childhood is stimulated in thinking and concentration when learning takes place so that the teaching and learning process can be carried out as expected.At this trial stage, the teacher goes through 3 stages:a. The teacher starts telling stories using big book media based on see, think, wonder.b. The teacher asks questions: "Hi children, what do you see?", "Hi children, what do you think?", "Hi children, what do you wonder?"

5) Evaluation
Evaluation of the product was made with teacher interviews, learner observations, and also validator interviews consisting of two media experts and language experts.

Table 1. Teacher's Interviews Results

Questions	B1	B2	B4
What do you see?	10	15	14
What do you Think?	6	10	7
What do you Wonder?	7	9	8

From this graph we can see that many children mention vocabulary from listening to stories from big books; children can also express what they think, and children can express what they want to know more from the questions they ask. From recognizing vocabulary and understanding the story, it can be seen that children's early literacy has improved.
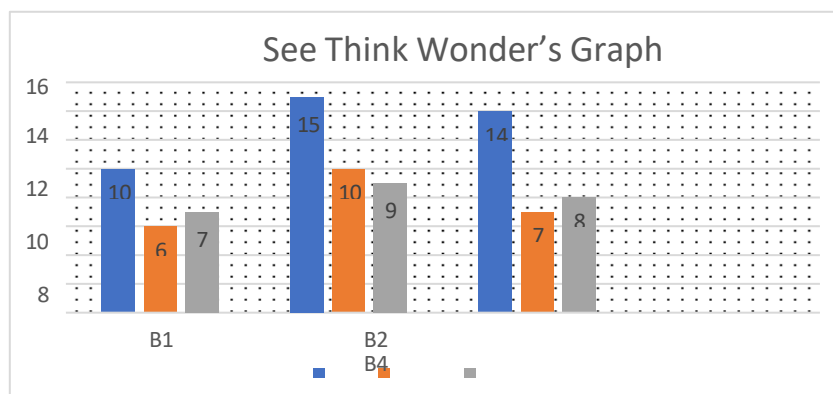

Figure 5. See Think Wonder's Result

It is said to be early literacy because at this stage it is the initial stage for early childhood in recognizing the form of letter symbols, words, and simple sentences of

critical thinking and spoken language used to communicate in the home or school environment. From the results of teacher observations and interviews with children, children enjoy listening to stories from big books because the books are large, in the book there are many pictures of toys, and children can also relate pictures or stories to their experiences, so that there is a process of thinking in children.

DISCUSSION

The See, Think, Wonder page invites children to think routinely in every activity of listening to stories; even from thinking itself, the child imagines that the rocket picture in the book can fly into space. And what the child says is not in the content of the story. So it can be said that the child's imagination is developing.The child is also enthusiastic about asking to be read again; he says it's exciting because the book is big. And children also find new vocabulary that they have never encountered before. Children's literacy skills increase; good characters in the story can also make an impression on children, because the story in this big book is about planting good characters, namely the four magic words: please, thank you, excuse me, and sorry.In addition, children can also make sentences from the vocabulary they hear; children can make three to five words in one sentence. And children can retell in their own language, so that it can be seen as the child's understanding of a story.

From the teacher's observation, See, Think, Wonder can increase children's vocabulary, one child can add three to five words, and children also recognize some letters. Children can express what is in their minds, even though there is no writing or drawing in the big book. With think children also imagine and train their cognitive thinking power, it develops. With wonder, the child can express what he wants to know further by making questions either related to the story or not. Seeing things wonders can develop expressive language skills. With See Think Wonder, children also practice thinking, practice courage, and practice confidence because almost all children raise their hands to ask questions.

CONCLUSION

Based on the analysis of previous research on big book media and the results of data analysis, the discussion that has been described by researchers in previous chapters, with reference to the validation of language experts 82.5% and media experts 89%. See, think, wonder-based big book media can train children to think and train children to express verbally what they want to know further by asking questions about the contents of the story from the book they hear. See, think, wonder, based on big book media, can improve early childhood literacy by increasing their vocabulary, making simple sentences, communicating their ideas, and then making question sentences.

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