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Student's Perception Using the BIG BOOK Desk Calender for Story Telling for Young Learners

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ABSTRACT

Storytelling activities are part of the learning process that is in Early Childhood Education. It depicts the literacy activities particularly for children. Thus, It is salient to develop literacy in children from an early age. This is based on the results of a survey of Indonesia ranked 60 out of 61 countries surveyed. The aim of this study is to to describe the perceptions of PGPAUD students after using the Big Book Desk Calendar for storytelling activities in early childhood .Due to this study dealth with the GERNAS BAKU program, which stands for the National Movement for Parents Reading Books, the results of this study are expected to support the GERNAS BAKU program. This research is a qualitative research since the media used is Big Book, which has been modified to form a large table calendar, A3 size. Data collection techniques using a questionnaire through Google form. Data analysis techniques used descriptive statistics. According to the data, it can be concluded that the Big Book desk calendar is very helpful for the teacher's fluency in telling stories to children. The implication of this research is the Big Book desk calendar can be used as an appropriate and appropriate media when telling stories for early childhood.

Keywords: Big Book, Table Calendar, Storytelling, Young Child

1. INTRODUCTION

Storytelling is one of an activity that is always presented in all pre - school education institutions. Further, storytelling is the form of language stimulation [1] [2]for children. Through storytelling practiced by the teacher, it will connect the interactive forms of communication [3]) as well as stimulating children's scrutinize to the story. Storytelling can be carried out without the media otherwise for pre -school learners should use the media. The media as an instrument for children to attract them scrutinizing the stories, to connect with the contents of the story, thus the children could visualize the story's content. Piaget said that early childhood in aged of 2-7 years is the pre-operational concrete period, where children have not been able to think abstractly. Early childhood needs symbols in lieu of tangible objects [4]

Storytelling cannot separate from the imagination or depiction of sentences from the teacher. Children learn to interpret all words, sentences so that it becomes the holistic understanding of a story. Therefore, it needs an interesting media to make it easier for teachers in the story telling for the children. There are various story telling media for children, such as finger puppets, hand puppets, pictures, serial pictures, picture books, boarded puppet, flannel Flip Chart and so on [5]); [6]; [7]; ([8]; [9] [10]; [4]; [11].

Generally, Kindergartens in Indonesia comprises 20 students in each class. Such class needs a fairly larger media like big books. This is supported by Tompkins & Hoskisson (1995) [12]; Jalango (2007) [13]); Hall&o'Connor (2006) [14] who states that the using of big books during joint reading activities will help all children are able to attend the pictures obviously with its bigger letters in the big book.

Big books have myriads advantages, especially in stimulating children's language development such as speaking, writing and literacy [15][16]; [17]; [18]. Besides that, Big book is also used as a medium in English, mathematics and science lessons [19] [20]; [21] Otherwise, the using of Big Book media in Indonesia is still rare. This is dealt with many factors, for an instance the Big Book is only available in bookstores and It is

usually written in English. In addition, the price of Big Book is quite expensive so that the school gets the difficulties to have it.

The results of this journal are related to the development of a big book desk calendar which was applied by PGPAUD UNESA students when practicing the storytelling in the field study. The Big Book is designed as the desk calendar to make it easier for teachers turning the pages thus the teacher need not to hold a book but only to put it on the table. The teacher stands behind the story book. Each back pages there is a story sentences for the picture book, so that the child could see it, when the teacher forgets the sentence, they only read it. Based on the above case, the formulation of this research is how students' perceptions after using the big book desk calendar while they practice in the field study.

2. METHOD

This research is the quantitative descriptive research. The subjects of this study were 153 PGPAUD UNESA students who had implemented a Big Book Desk Calendar. The data collection technique uses the documentation such as a questionnaire that is distributed via Google form. For the data analysis technique uses the simple statistics. Questionnaire conducts in May 2020.

3. RESULT AND DISCUSSION

The results of this study are divided into two subtopics, namely 1. the effectiveness and efficiency of the Big Book calendar table as a media of storytelling. 2. The design of the big book desk calendar in attracting the children's interest in the storytelling. In terms of the effectiveness and efficiency of Big Book desk calendar, there are six questions as mentioned in the table below.

Table 1. Effectiveness and Efficiency og Big Book Desk Calendar from Student Pereceptions

No	Question	Student's respondent			
		Strongly agree	agree	disagree	Strongly disagree
1	Big Book is easy to use	66	85		2
2	Big Book supports the storytelling fluency	60	91	1	1
3	The inscription in the back page help the reading fluency	75	74	1	3
4	The using of desk makes the big book easier to use	53	94	6	

According to the table 1 above, the using of big books is very easy to use with the number of 43, 1% of students are strongly agree and 55.5% agree. Big Book supports the storytelling fluency is 39.2% of students strongly agree and 59.4% of students agree. The inscription in the back page help the reading fluency gets 49% of students strongly agree and the rest of 48.3% of students agree. The using of desk makes the big book easier to use has 34.6% of students strongly agree and 61.4% of students agree. From the table data above, it can be seen that more student express positive things (strongly agree and agree) about the Big Book desk calendar related to the effectiveness and effectiveness of the Big Book.

Based on the table the data about 97.7% of the students state positively (strongly agree and agree) related to the effectiveness and efficiency of the Big Book desk calendar. The result is similar with Setiyaningsih & Syamsudin (2019) [18]that the big book media are validly stated can be used easily to achieve learning objectives. Meanwhile in line with the design of the Big Book desk calendar as the media of the story described in table 2.

Table 2. Big Book as the Desk Calendar Used or Storytelling Media

No	question	Student's respondent			
		Strongly agree	agree	disagree	Strongly disagree
1	Big Book supports the children much more focusing in storytelling	59	93		
2	The Big Book helps the children clearly recognize the character and the setting	56	96		
3	The attracting picture and color composition help the children paying attention the Big Book	67	84		1
4	The familiar and the shape of letter in the Big Book enable the children understanding in reading easily	90	59	2	1

Furthermore, Based on the table 2 related to the design of the Big Book as the media of storytelling, it is described there are more students give the positive responses (strongly agree and agree) than the negative responses (disagree and strongly disagree). The number of 98.6% students stated positively (strongly agree and agree) dealing with the design of Big Book of the desk calendar as an attractive medium for children in storytelling activities. The results of this study are in

accordance with Solehuddin (2014)[22] that the Big Book has its own characteristics with its big size along with the picture and text as well, attracting color, and some repetitions in the story, and a predictable plot. This is also in line with what Karges and Bone (1992) [23] said that the Big Book has a short plot (10-15 pages), has the obvious sentence patterns, strongly readable with a plot that is easily understood by the children. In addition, the results of this study are consistent with the research findings of Setiyaningsih & Syamsudin (2019) [18]which explains the process of learning literacy by using a big book media enabling the children to understand the literacy material with fun and interesting situation, to motivate the children, not to get bored and to make the children active and excited.

4. CONCLUSION

Based on the results and discussion above, it can be concluded that student's perception for the big book desk calendar is very effective and efficient as a media of storytelling for children and the design of a big book desk calendar can attract children to participate in storytelling activities. The next, Big book desk calendar can be one alternative media that is suitable and appropriate for storytelling activities in early childhood. At last, in the future, this big book desk calendar can be mass produced and can be widely used.

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