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Big Book Media: Enhancing Speaking and Listening Skills in Early Childhood Education

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6 ABSTRACT: 22

The development of speaking and listening skills in early childhood is crucial for cognitive and social growth. Big book media, with its large visualizations and interactive narratives, serves as an effective tool for engaging young learners in language development. This study explores the role of big book media in enhancing speaking and listening skills, identifying both opportunities and challenges in its implementation. Using a Systematic Literature Review (SLR) guided by the PRISMA method, 12 relevant articles published between 2019 and 2024 were analyzed. A qualitative thematic analysis was conducted, applying strict inclusion and exclusion criteria to ensure research alignment. Findings indicate that big book media fosters engagement, encourages participation in discussions, enhances speaking confidence, and improves comprehension through visual storytelling. However, challenges such as insufficient teacher training, a lack of culturally relevant materials, and limited resources restrict its widespread use. In conclusion, while big book media is a valuable tool for early language development, addressing these challenges is essential to maximize its effectiveness in diverse educational settings.

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1. Introduction

Early childhood education emphasizes speaking and listening skills for language development and communication. Big book media has gained popularity as a fun and engaging way for children to practice speaking and listening (Setyorini et al., 2019). Speaking and listening are important early childhood skills. They help children communicate regularly and build the foundation for children's intellectual and social growth (Putri & Yaswinda, 2022). Effective speaking and listening skills help children convey their thoughts and feelings and understand adults and peers (Muflaha et al., 2024; Ula & Subatra, 2022; Zulminiati et al., 2022). Children with high speaking and listening skills perform better academically (Sadullaevna & Safarovna, 2020). Despite their importance, many children do not receive adequate stimulation in these areas due to the ineffectiveness of traditional media, which can reduce motivation for learning.

Big book media provides an interactive alternative, using large illustrated texts to captivate children's attention and facilitate communication (Setyorini et al., 2019; Tatminingsih, 2022). With engaging graphics and shared reading experiences, big books foster visual stimulation and active learning, benefiting both typically developing children and those with speech delays or special needs (Nurani & Mahendra, 2019; Sa'idah et al., 2020)

Big book media is a medium that can stimulate children's speaking and listening skills (Tatminingsih, 2022). Big books are large picture books to be read together (Setyorini et al., 2019). Big books with attractive graphics to help teachers and children connect, are becoming increasingly popular as learning media. It engages children, stimulates their visuals and encourages direct learning contact (Indawati, 2021). Big book media improves early

childhood speaking and listening skills, especially in children with speech delays and other special needs (Setyorini et al., 2019; Sa'idah et al., 2020; Nurani & Mahendra, 2019)

Big Book as Learning media plays a crucial role in early childhood education by enhancing motivation and engagement (Anggy Giri Prawiyogi et al., 2023). The right media can improve learning outcomes by up to 30% (Miftah et al., 2020). Big book media, in particular, makes learning more enjoyable by incorporating visually appealing elements and interactive storytelling techniques (Hidayah et al., 2023; Susanti, 2020). However, its implementation faces challenges, including limited teacher training, resource constraints, and the need for innovative instructional strategies (Prawiyogi et al., 2023; Sitalawati et al., 2022).

Through shared reading, big books promote active participation, as children engage in discussions, answer questions, and retell stories—activities that enhance both speaking and listening skills (Hidayah et al., 2023). Furthermore, big book media fosters engagement, cooperation, and social interaction (Noble et al., 2020). To maximize its effectiveness, careful consideration must be given to content selection, instructional delivery, and pedagogical approaches. While big books offer significant potential, further research is needed to explore their benefits and challenges in early childhood education.

Despite its advantages, the implementation of big book media in early childhood education faces challenges. Limited teacher training, insufficient resources for producing high-quality big books, and the need for innovative teaching strategies hinder its effectiveness (Prawiyogi et al., 2020; Sitalawati et al., 2022). Addressing these challenges is essential to maximize the potential of big book media in fostering language development. This study aims to explore the use of big book media in early childhood education, identifying its opportunities and challenges in enhancing speaking and listening skills. By reviewing relevant literature, this study seeks to bridge the gap in understanding how big book media can be effectively integrated into classroom instruction to support children's language development. In line with this objective, the following research questions are formulated:

1. How does big book media specifically support the development of speaking and listening skills in early childhood?
2. What specific opportunities does big book media present in enhancing speaking and listening skills in early childhood?
3. What challenges do educators face in implementing big book media for speaking and listening skill development in early childhood?
4. How can big book media be used to improve the effectiveness of speaking and listening skill development in diverse early childhood education settings?

2. Method

This research uses the Systematic literature review (SLR) method. The Systematic literature review (SLR) method is important for meta-studies that find and synthesize previous research (Triandini et al., 2019). The SLR process includes inclusion screening, quality assessment, feasibility review, and iterative refinement (Xiao & Watson, 2019). SLR reduces subjective author bias with processes and procedures that are systematic, reproducible through transparency, and reviewed more rigorously than other methods. Figure 1 shows the five-step SLR research procedure. This study followed the PRISMA principles as the most systematic way for a transparent, clear, and comprehensive literature review.



Figure 1. PRISMA Process

There are steps to follow to ensure that the articles selected are appropriate to the focus of the study.

Inclusion and exclusion criteria.

The articles in this review were selected based on the inclusion and exclusion criteria. Studies focusing on early childhood (3-6 years) and the use of big book media in enhancing speaking and listening skills were prioritized. Articles with clear, peer-reviewed methods, including both qualitative and quantitative research, were included to ensure robust findings. Exclusion criteria involved studies that did not involve big book media or focused on unrelated aspects of early childhood education. Additionally, articles with insufficient sample sizes or those lacking clear data analysis were excluded to maintain methodological rigor.

Data sources (databases used)

This study used reliable sources, namely Google Scholar and ScienceDirect. These databases were chosen because of their reputation for providing peer-reviewed, high-quality scientific articles in education and early childhood development. However, it is acknowledged that additional databases like ERIC (Education Resources Information Center) and JSTOR could potentially broaden the pool of relevant studies, providing a more comprehensive analysis. Future research may consider incorporating these platforms to ensure a more diverse range of sources and findings.

Article search and selection procedure

Articles were searched and selected using keywords such as “big book media”, “early childhood speaking ability”, “early childhood listening ability”, and “early childhood education”. Publish in Indonesian-English journals between 2019 and 2024. The identified articles will then be filtered using pre-defined inclusion and exclusion criteria. The research will consist of high-quality and relevant research articles.

Tabel 1. Inclusion criteria and Exclusion criteria

Criteria	Inclusion	Exclusion
Media	Articles that use big book media.	Articles that do not use big book media as the main media.
Age	Articles that focus on early childhood (3-6 years).	Articles that do not focus on early childhood or beyond the age range (3-6 years).
Skill Development	Articles that discuss the development of speaking and listening skills.	Articles that are not relevant to speaking and listening skills.
Research Methods	Articles with clear research methods, either qualitative, quantitative, or mixed.	Articles that only use theoretical methods without application or data analysis.
Year of Publication	Articles published within the 2019-2024 timeframe.	Articles published outside the 2019-2024 timeframe.
Samples and Results	Articles that have adequate research samples and significant results.	Articles that have too small a sample or insignificant results.

This search yielded 110 research-related results. Second, the titles and abstracts of the research articles were selected and examined. Research on using big books to teach early childhood speech and listening. This screening yielded 12 relevant research articles. The articles were carefully studied and selected based on the following criteria: The research included relevant information about using big book media to develop listening and speaking skills, early childhood (3-6 years old) as the main population, and big book media as the main medium for learning activities.

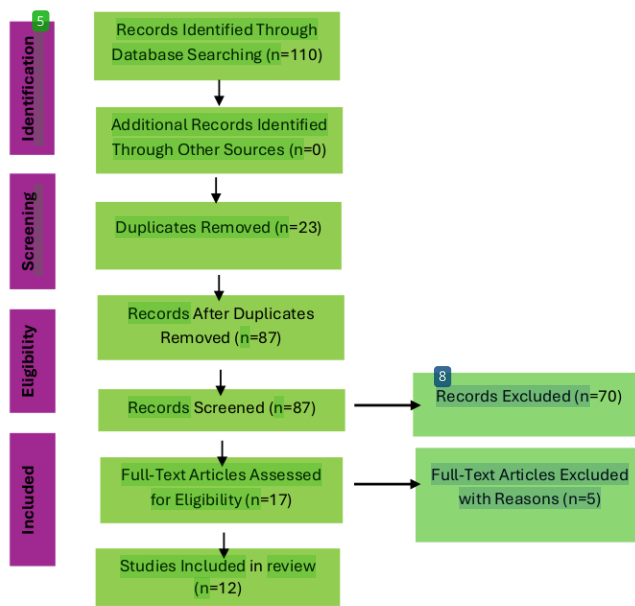


Figure 2. Flowchart of the Search and Filtering Process

Coding procedure and analysis

Literature on big book media and early childhood speaking and listening skills were examined using qualitative content analysis in this study. Topic analysis is a general text analysis method that uses explicit coding criteria to compress complex text into more concise topic categories (Setyorini et al., 2019; Oktaviana et al., 2021). Thematic analysis was used to identify recurring patterns in how big book media supported speaking and listening skills. Through emergent coding, themes like "student engagement" and "teacher strategies" were developed. These themes were further analyzed to explore how big book media facilitated language learning in early childhood, considering the effectiveness of visuals, narrative techniques, and teacher-student interaction (Markowitz, 2021)..

This study used emergent coding to identify themes such as "engagement in language development" and "effectiveness of big book media in supporting language skills." Initially, we categorized basic information, including research methods, sample sizes, and educational contexts (e.g., early childhood settings like kindergartens). This was followed by coding pedagogical content, including the use of big book media in activities like storytelling, listening exercises, and speech practice. The coding process was iterative, ensuring that categories emerged naturally from the data. The analysis process involved identifying key themes, such as opportunities and challenges in using big book media. These themes provide insight into how big book media can capture children's attention through engaging visuals and interactive narratives.

3. Result

Basic data information

After the literature selection procedure that met the inclusion criteria, 12 articles were selected for analysis. The selected articles used adequate methods and appropriate demographics to study the impact of big book media on early childhood speaking and listening skills. Disqualified articles had inappropriate themes or

techniques in support of the research objectives. These results show that the articles in the analysis help explain the opportunities and challenges of using big book media in early childhood education.

Tabel 2. Characteristic of Result Studies

No.	Article Title	Theme	Opportunities	Challenge
1	Pengembangan Media <i>Big Book</i> untuk Meningkatkan Kemampuan Literasi Anak Usia 5-6 Tahun	Literacy skill development	Attracts children's attention with large visuals, increasing learning interest	Requires varied designs to maintain children's interest
2	Dampak Penggunaan Media <i>Big Book</i> Interaksional dalam Menstimulasi Keterampilan Berbicara Anak dengan Speech Delay	Stimulation of speaking skills	Children with speech delays are more engaged and active in speaking	Requires teacher training to help children with special needs
3	Efektivitas Media <i>Big Book</i> pada Keterampilan Membaca Permulaan Anak Usia 5-6 Tahun	Beginning reading	Helps with letter recognition and vocabulary in a visual and engaging way	Limited time for classroom implementation
4	Pengaruh Model Membaca Interaktif melalui Media <i>Big Book</i> terhadap Kemampuan Mengidentifikasi Huruf-fabet	Interactivity in reading learning	Increasing children's engagement with collaborative reading models	Teachers find it difficult to make time for regular media use
5	Efektivitas <i>Big Book</i> Berbasis Cerita Rakyat dalam Meningkatkan Karakter Toleransi Anak Usia Dini	Strengthening the value of tolerance	Children better understand the concept of cultural diversity and tolerance	Requires selection of stories that are appropriate to the local context
6	Mengembangkan Media <i>Big Book</i> Ramah Lingkungan untuk Meningkatkan Kemampuan Membaca Permulaan Anak Usia Dini	Eco-friendly and beginning reading	Children are more engaged with environmentally friendly media and daily-based stories	Requires design updates to maintain children's interest
7	Mengembangkan <i>Big Book</i> Moderasi Beragama Berbasis Konsep Pratyaksa Pramana di Taman Kanak-Kanak	Religious moderation	Children better understand the value of cultural diversity through interesting media	Requires teacher training to make media implementation more effective
8	Media Belajar <i>Big Book</i> dalam Mengembangkan Kemampuan Berbahasa Reseptif Anak Usia Dini	Receptive language skills	Children are more engaged in learning with interesting media	Social interaction is limited if media is only used individually
9	The Development of Islamic <i>Big Book</i> Learning Media for Early Children's Languages	Islamic Values	Children can learn Islamic values through story-based media	Requires teacher creativity in designing media that is appropriate to the religious context
10	<i>Big Book</i> Storytelling: Stimulation Strategies in Early Childhood Literacy	Storytelling strategy	Children are more engaged in story-based learning	Teachers have difficulty developing storytelling skills with <i>Big Book</i>
11	The Effort of Implementing of The <i>Big Book</i> as A Media to Improve The Intelligence of Linguistic Verbals for Early Childhood	Development of verbal-linguistic intelligence	Children are encouraged to speak more actively through the story in the <i>Big Book</i>	Requires an interesting and easy-to-understand story design
12	The Use of Media <i>Big Book</i> to Improve Speaking Skills of	Development of speaking skills	Children are more confident to speak and	Requires teacher training to facilitate optimal interaction

No.	Article Title	Theme	Opportunities	Challenge
4	Children Aged 3-4 Years in Early Age Child Education		answer questions about the story	

Data Grouping Results

Emerging Themes in Big Book Media Research

The analysis of research articles on Big Book media in early childhood education reveals several emerging themes, particularly in the development of speaking and listening skills and interactivity in learning. These themes highlight how Big Book media serves as an effective tool for engaging children in literacy development through interactive and visually appealing storytelling methods.

One of the key findings is the development of speaking and listening skills. Several studies emphasize that Big Book media encourages children's participation in discussions, question-and-answer activities, and storytelling. For instance, the use of Big Book media has been shown to stimulate speaking skills in children with speech delays by creating an engaging and interactive environment. Moreover, it enhances receptive language skills by exposing children to new vocabulary and sentence structures in a meaningful context. However, challenges such as the need for teacher training to support children with special needs and facilitate interactive discussions remain a concern.

Another prominent theme is interactivity in learning, where Big Book media contributes to making the learning process more engaging and enjoyable. The combination of large visuals, colorful illustrations, and compelling narratives fosters active participation in literacy activities. Studies highlight its effectiveness in collaborative reading, early reading skills, and value-based learning, such as promoting tolerance and religious moderation. However, implementing Big Book media in classrooms requires careful planning, including story selection, media design updates, and adequate time allocation to ensure its consistent and effective use. Overall, the findings indicate that Big Book media is a powerful tool for enhancing early childhood literacy by integrating visual storytelling with interactive learning experiences. Despite its benefits, challenges such as teacher readiness, media design, and implementation consistency need to be addressed to maximize its potential in fostering children's literacy skills.

Opportunities for Using Big Book Media in Early Childhood Learning

Big Book media offers significant opportunities to improve early childhood skills in literacy, speaking skills, and understanding social and cultural values. One of the main opportunities is to increase children's engagement in learning through large and interesting visuals. Colorful images and interesting stories can focus children's attention, making it easier for them to engage in the learning process. This is very beneficial in developing basic skills such as letter recognition, vocabulary and beginning reading skills, especially in children aged 5-6 years.

Big Book media also provides opportunities to teach social values and diversity through relevant stories, such as folktales and stories with the theme of religious tolerance or moderation. By using story-based media, children can more easily understand these important concepts, which strengthens their character development. For example, folklore-based Big Book media provides an opportunity for children to learn more about the cultural diversity around them, which also supports the values of tolerance and cooperation. Another opportunity is the development of children's speaking skills. The Big Book used in story-based learning motivates children to speak more actively, both in answering questions and in retelling the story. This gives children the opportunity to improve their speaking skills in a fun and non-boring context.

Furthermore, Big Book media based on Islamic values or local contexts provide an opportunity to teach religious and cultural values in a way that is easily understood by children. Teachers can develop stories that match the values they want to teach, so that children not only learn academic skills, but also internalize social and religious values that will shape their character in the future. Overall, despite some challenges, the use of Big Book media brings great opportunities in supporting early childhood development as a whole, both in the aspects of literacy, speaking, and social and cultural character development.

Challenges of Using Big Book Media in Early Childhood Learning

The use of Big Book media in early childhood education offers a lot of potential, but also presents a number of challenges that need to be overcome to ensure its effectiveness. One of the main challenges is the limited time available in the classroom. Often, limited time makes it difficult for teachers to integrate this media maximally into already busy learning activities. Big Book media requires more time for introduction and in-depth discussion of the story or pictures presented, so it requires careful planning so as not to disrupt the flow of learning. In addition, a varied design is an important challenge in maintaining children's attention. Without interesting variations in design, children can lose their interest in the material, which risks reducing the effectiveness of the media. For this reason, the design of the Big Book should always be updated and adapted to the evolving needs and interests of children.

Another challenge is teacher training. While Big Book media can greatly support learning, its utilization requires certain skills from the teacher. Teachers need to be trained to manage the class effectively when using the Big Book, especially if they are teaching children with special needs, such as special delays. Without adequate training, the use of this media may not be optimal, and may even add difficulties to the learning process.

4. Discussion

Big Book Media Specifically Support the Development of Speaking and Listening Skills in Early Childhood

Big book media has proven to be a valuable tool for supporting early childhood development in speaking and listening skills. The use of large, engaging visuals and interactive storytelling has been shown to increase children's participation and engagement, crucial elements for enhancing language abilities. For speaking development, big books facilitate group conversations, storytelling, and question-and-answer sessions (Sa'idah et al., 2020; Prawiyogi et al., 2020). Studies indicate that children often gain confidence in speaking as they become more familiar with the story's visuals, enabling them to express themselves with more clarity (Dayu & Setyaningsih, 2022). On the listening side, big book media naturally fosters listening by capturing children's attention with engaging stories and visuals, allowing them to absorb and understand narratives (Nurani & Mahendra, 2019; Prawiyogi et al., 2020). This dual interaction—listening to the story followed by verbal responses—helps children simultaneously develop both speaking and listening competencies (Wulandari et al., 2022).

Big Book Media Present in Enhancing Speaking and Listening Skills in Early Childhood

Big book media offers several unique opportunities for enhancing speaking and listening skills among young children. One significant advantage is its ability to attract attention and increase engagement. This oversized images and interactive nature of big books captivate children, fostering their active participation in the learning process (Setyorini et al., 2019; Hidayah et al., 2023). The visuals not only hold the child's interest but also serve as a scaffold for language expression, where children are encouraged to speak and retell stories using the pictures as cues (Prawiyogi et al., 2020). Additionally, big book media offers a collaborative learning environment, where group discussions around stories help develop listening skills, as children must wait for others to finish before sharing their own thoughts (Murphy et al., 2022). These collaborative activities also promote social skills and help children appreciate diverse perspectives, enhancing their communicative abilities in group settings.

Challenges Do Educators Face in Implementing Big Book Media for Speaking and Listening Skill Development in Early Childhood

Despite its advantages, educators face several challenges in effectively implementing big book media in the classroom. One of the primary obstacles is inadequate teacher training. Teachers without proper training may use big books merely as reading aids, rather than engaging children in discussions or interactive speaking activities (Saefuddin et al., 2019). This limited use reduces the effectiveness of big book media in developing both speaking and listening skills. Additionally, the design of some big book media may not align with the developmental needs or interests of young children, making them less engaging (Kalinowski et al., 2021; Marcus et al., 2023). Time constraints within formal curricula often prevent educators from fully exploring the interactive potential of big books, leading

to their underutilization (Sitalawati et al., 2022). Finally, there is also a lack of parental support in many communities, which can affect how much children are exposed to big book media outside of school (Sa'idah et al., 2020).

10 Big Book Media Be Used to Improve the Effectiveness of Speaking and Listening Skill Development in Diverse Early Childhood Education Settings

Big book media can enhance the effectiveness of speaking and listening development in diverse early childhood settings, whether conventional or informal. In both types of environments, the visual and interactive nature of big books helps captivate children's attention and engage them in meaningful language activities (Nurani & Mahendra, 2019). In more formal settings, big book media can be used as part of a structured curriculum to promote collaborative learning, group discussions, and peer-to-peer interaction. For example, teachers can encourage students to discuss stories in small groups, thereby improving both listening and speaking skills through social interaction. Additionally, big book media can be adapted to reflect local cultural stories, which enhances children's connection to the content, making it more relevant and engaging (Prawiyogi et al., 2020).

13 5. Conclusion

Based on the results of this study, it can be concluded that big book media has great potential to support the development of speaking and listening skills in early childhood. This media offers various opportunities such as increased child engagement, collaborative learning, and integration of speaking and listening skills in one activity. Challenges such as limited teacher training and limited resources need to be overcome to make its implementation more effective. To maximize the positive impact of using big book media, it is important for schools, government and communities to work together to provide adequate training, design more relevant media and improve access to necessary resources. Further research could focus on measuring the impact of using big book media, as well as how various contextual factors such as culture and learning environment influence the success of using this media in improving young children's language skills.

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