The Effort of Implementing Of The Big Book as A Media to Improve The Intelligence of Linguistic Verbals for Early Childhood

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Abstract. Children's vocabulary or verbal linguistics can be improved through several media including the big book. Big book is a learning media that is very easy to understand by early childhood. Big book has the characteristics of short stories, clear sentence patterns, images that have meaning, type and font size clearly read, and the storyline is easy to understand. This certainly makes it easy for early childhood to improve their linguistic verbal. This research is library research. The method used in this study is a philosophical and pedagogical approach that is to analyze more deeply about the application of big book media as an effort to improve verbal linguistics in early childhood. The purpose of this study is to formulate how big book media can improve intelligence of linguistic verbal in early childhood.

Keywords: big book, linguistic verbal, learning media, early childhood

1. Introduction
Early childhood defined as the period from birth to eight years old child. Based on developmental psychology and based on neurology research states that early childhood is said to be a child aged 0-8 years [1]. Early childhood is a child who is in the age range 0-8 years covered by education programs in day care centers, child care for families (family child care home), private and public pre-school education, Kindergarten- child and elementary school [2]. Based on the expert's statement, it can be concluded that the understanding of early childhood is a human being aged 0 years to 8 years who still need protection and guidance.

According to Aisyah, early childhood as a child who has various characteristics, namely: (1) having a great curiosity, is a personal unit; (2) like to fantasize and imagine; (3) is the most potential period for learning; (4) likes to show an egocentric attitude; (5) has a short concentration range, as a social creature etc. [2].

Meanwhile, the characteristics of children aged 5-7 years are as follows: 1) children in preoperational times, learn through concrete experiences and with momentary orientation and goals, 2) children like to name the objects around them and defining words,
3) children learn through spoken language and at this time develop rapidly, 4) children need a clearer and more specific activity structure [3]. According to various studies in the field of neurology it is proven that 50% of children's intelligence is formed within the first 4 years. After an 8-year-old child, brain development reaches 80% and at the age of 18 reaches 100% [4].

The beginning of the development of language in an early child has its own characteristics, including shrinkage or reduction. At the age of approximately 18 months, the child begins to learn to speak, then at the age of three and a half years the child can be said to have mastered the grammar of the mother tongue or the language introduced to the child for the first time. Language development for children aged 4-6 years is focused on the four aspects of language, namely listening, speaking, reading, and writing. By using language to communicate with other people, children will get a lot of vocabulary, while also expressing themselves.

The intelligence of linguistic verbal is one of the 9 compound intelligences (Multiple intelligence) which is the ability to solve problems, develop problems, and also create something using language effectively in verbal and writing. This intelligence of linguistic verbal refers to the child's ability to organize thoughts clearly and be able to use those abilities in a real way through words to convey ideas in speaking, reading and writing.

The intelligence of linguistic verbal can be obtained through various ways [5]. Learning media to train linguistic verbal intelligence must certainly be prepared and selected as effectively as possible to facilitate the early childhood category to get that intelligence. One of the media that can be used is the big book media.

Big book is a reading book that have large in size, writing and picture. Big book has special characteristics that are raised, both text and images. Large size and interesting composition is very possible for children to be more interested in continuing to read and pay attention to this basic book. Children's interest in the ledger will certainly increase linguistic verbal intelligence automatically in children.

In addition to improving the intelligence of linguistic verbal for children, big book can also be used as a form for early children. The big book learning media can help teachers in developing learning media, especially the development of character building for early childhood [6]. The use of big book has a positive impact on the formation of children's character, with the average experimental class higher, 43 and the control class with an average of 39.14.

2. Method
This research is library research. It is called library research because the data or materials needed to complete the research come from the library in the form of books, encyclopaedias, dictionaries, journals, documents, magazines etc. The library research method, having four steps [7]. First, preparing equipment, equipment in the library research, there are pencils or pens and note papers. Second, compiling a work bibliography, work bibliography is a record of the main source material that will be used for research purposes. Most bibliographic sources come from library collections displayed or not on display. Third, regulating time, in terms of regulating this time, depending on the person who utilizes the time available, plan how many hours in a day, one month, it's up to the person concerned to take advantage of his time. Fourth, read and make research notes, it means that what is needed in the study can be recorded, so as not to be confused with so many types and shapes of the books. The characteristic of this research is descriptive analysis. According to Sugiono, descriptive analytical method is a method that functions to describe or give an overview of the object under study through data or samples that have been collected without doing analysis and making conclusions [8]. Descriptive analysis is a decomposition of regularly the whole concept, then providing adequate understanding and explanation of the results of the description. This study uses a philosophical and pedagogical approach, which is deeper analysis of how the application of big book media as an effort to improve the intelligence of linguistic verbal for early childhood. This study uses secondary data sources, namely all matters relating
to this research in the form of books, articles in the newspapers, magazines, websites on the internet in
the form of journals. The data collection of this study uses the documentation method which is in the
form of data sources from several literatures related to big book and the intelligence of linguistic verbal
and how the influence of them. Data analysis used in this study is content analysis. Content analysis
is a systematic technique for analysing message content and processing messages or a tool for
observing and analysing open communication behaviour from selected communicators [9].
Content analysis is a technique for drawing conclusions through efforts to find the characteristics
of messages and to be carried out objectively and systematically.

3. Discussion
3.1 The Improvement of the Intelligence of Linguistic Verbal for Early Childhood
intelligence is the basic characteristic of every human being. Even so, intelligence must be trained and
honored so that intelligence becomes more sharp and developed. This is because the intelligence capacity
of each person is different. Intelligence is an ability to solve problems or produce something needed in
certain cultural settings [10].

There were eight types of intelligence in each child. This is stated in Gardner's theory. The eight
types of intelligence are linguistic intelligence, mathematical logical intelligence, spatial intelligence,
physical kinesthetic intelligence, musical intelligence, naturalist intelligence, interpersonal intelligence,
and intra-personal intelligence. Of the eight intelligences, there is one that must be owned and developed by
children. One of the intelligences that a child must possess is verbal-linguistic intelligence. This verbal
linguistic intelligence must be possessed by every child because with verbal-linguistic intelligence
children can use words effectively. The eight children's intelligence can be described as follows [11].

First: Linguistic intelligence. Linguistic intelligence is the ability to use words effectively,
generally related to speech. In children it appears in literacy, telling stories, spelling words correctly,
and having more vocabulary for children of their age, and others. The best way to learn for children with
this intelligence is to say, hear and see words. Parents can motivate them by providing a lot of books,
often inviting them to talk, playing guessing words, telling stories to pour their ideas or feelings into
writing.

Second: Mathematical logical intelligence. Mathematical logical intelligence is a skill in
processing numbers and / or proficiency using logic / common sense. Children with this intelligence
have good to calculate / arithmetic skills, like to ask questions and understand cause and effect, like
strategy games (such as chess), enjoy experimenting, etc. Parents should be more patient in serving their
various questions and preparing logical answers, holding many books on knowledge, encyclopedias,
providing strategy play tools, teaching the method of the arithmetic abacus, and many others.

Third: Spatial intelligence. Spatial intelligence is the ability to visualize images in the head.
Children with this intelligence usually like to draw / scribble, like playing puzzles, lego or engineering
games, daydreaming / imagining things, etc. Parents need to provide opportunities for children to
sharpen their drawing / painting skills, appropriate game tools, and use media such as films, CDs, maps,
etc. as learning tools.

Fourth: Physical-kinesthetic intelligence. Physical-kinesthetic intelligence is intelligence that
involves the physical / physical body of the child, both smooth motoric and crude motoric. They like
activities that move (running, jumping, etc.), like sports, unloading, skills and crafts, good at imitating
movements, or other people's behavior, etc. Parents need to encourage / facilitate children with this
intelligence through activities that involve many physical abilities / movements such as playing football,
swimming, martial arts, etc.

Fifth: Musical intelligence. Musical intelligence is intelligence that involves sensitivity to musical
rhythms or melodies, singing a song, playing musical instruments or just enjoying the music. It can be
found in children who like to learn with musical accompaniment, good sound, fast imitating / singing,
etc. Parents should give children opportunity to sing together, learn with beats / rhythms, etc.

Sixth: Naturalist intelligence. Naturalist intelligence is intelligence that involves the ability to
recognize natural forms around us, such as birds, flowers, trees, and other flora and fauna. Children with
this intelligence include natural lovers, like to collect rocks, are familiar with pets, love gardening, bring home insects, and others. The way to teach them is by taking them to the outdoors, adventuring, doing research, observing living things, visiting zoos, and others.

Seventh: interpersonal intelligence. Interpersonal intelligence is intelligence in terms of understanding and empathizing and cooperating with others. Often also called interpersonal intelligence. Children with this intelligence are usually sociable adaptable, have lots of friends, love group games, have leadership talents, etc. The right way to learn for them is in groups, teaching their friends, visiting staying in touch, etc.

Eighth: intra-personal intelligence. Intra-personal intelligence is intelligence that understands oneself, is able to place oneself, knows weaknesses and strengths and is good at managing emotions feelings. In children, they appear more confident, able to learn from mistakes, and right in expressing their emotions. They can be given the trust to set targets, choose activities and motivate themselves.

The intelligence of linguistic verbal is the ability of a child to use words effectively, generally this intelligence is related to the child's ability to speak. Linguistic intelligence is intelligence in managing words or the ability to use words effectively both verbally and in writing [12], [13]. Linguistic intelligence is intelligence that is related to the use of language and vocabulary, both written and spoken [14]. Linguistic intelligence is what is called by some educators and writers as verbal intelligence, different from other intelligences because everyone who is able to speak and speak can be said to have such intelligence in several levels [15]. Unlike the three explanations, According to Yusuf and Nurisihan argue that linguistic intelligence is an ability that is very sensitive to sound, rhythm and meaning of words and a strong desire to express in written form [16].

A child who has linguistic intelligence must have special features in him. Prominent characteristics that indicate that children who have good linguistic intelligence will appear in the ability of children to read and write, tell stories, spell words correctly, have more vocabulary for their age children, etc. However, the potential of language intelligence possessed by children will only remain potential if not trained or developed. The potential of linguistic verbal intelligence possessed by this child is related the parenting from parents who also greatly influence.

There are several problems that can affect linguistic verbal intelligence. One of them is if a child who is not given the opportunity to speak or is always criticized when expressing his opinion will lose his ability and skills in expressing his ideas and feelings. This problems will prevent children from processing and developing their verbal linguistic intelligence. Automatically the child will be difficult to talk and more silent or maybe he will be very difficult to reveal what he wants. Because of these problems, then there must be stimulation and training needed by the child to be honed by linguistic intelligence.

Stimulation and exercises carried out continuously by parents can develop children's language skills even though he does not have high linguistic verbal intelligence. Although the results are not as big as if the child has high linguistic intelligence.

The intelligence of linguistic verbal can be trained in various ways. Things that can be done by parents or educators in stimulating verbal linguistic intelligence such as inviting children to talk, reading stories, playing letters and numbers, arranging stories, discussing, role playing, playing children's songs, and many others. Things that might be found in children with linguistic intelligence are also usually the child likes to write creatively at home, composing imaginary stories or telling jokes and stories, memorized names.

3.2 Big Book as a Media to Improve the Intelligence of Linguistic Verbal
Big book is a media that has special characteristics that are be enlarged in the text and images, and has special characteristics in terms of image shape, color. In order for the learning process, there is a shared reading between the teacher and students. In this big book media, it has special characteristics, such as full of colorful, interesting images.

If we look at the whole of big book, it can be seen that the characteristics of big book are having a short story, clear sentence patterns, images in the book having meaning, clearly readable types and font sizes, and easy to understand storylines. The use of big book in learning certainly has several objectives, including giving reading experience, helping students understand books, introducing various types of reading material to children, giving teachers the opportunity to give an example of good stories,
involving children actively in learning, providing examples of texts which is good for children's use, as well as seeing for information.

The size of the book is large and the images are interesting, the big book has several features, including providing opportunities for students to engage in reading activities in a non-scary way, allowing all children to see the same writing when we read the text, allowing children gives meaning to every writing in the big book, provides an opportunity for children who are slow to read to recognize writing with our help and others, like children, including children who are late reading, by reading the big book together, it make the children courage and confidence to read, develop all aspects of language, can be interspersed with relevant conversations about the content of the story with the child so that the topic of reading increasingly develops according to the experience and imagination of children.

Big book is a learning material that is also an approach to learning and has advantages according to Solehuddin, there are a) big book provides an opportunity for children to engage in real situations in a non-scary way [17]. Reading the big book together in front of the class, children will get the real reading experience without feeling afraid of being wrong. b) the big book allows all children to see the same writing when the teacher reads the writing. Its large size allows children to see the writing in the big book being read by their teacher. c) the use of a big book allows children together and by collaborating to give meaning to the writing in it. d) big book provides an opportunity for children who are slow in reading to recognize writing with the help of teachers and other friends. In addition, the big book makes teachers and children share joy and share activities together. e) the big book is liked by all children, including those who are slow in reading because reading the big book together will bring courage and confidence in the child that they "can" read. f) the use of big books will develop the basic abilities of children in all aspects of language, namely listening, speaking, reading and writing. g) learning with big book provides social experiences to children, namely in terms of sharing experiences when children comment on big book pictures and readings. h) even though big books are reading material, the teacher can join them with relevant conversations about the content of the story with the child so that the reading topic will develop according to the experience and imagination of the child.

Based on the explanations above, the big book is very suitable when used as a medium to improve the linguistic verbal intelligence of children. The steps that can be taken to improve linguistic verbal intelligence are also very effective [15]. We only need to read the stories or pictures in the big book and then the children listen to what we tell. That way, they will capture what we say and record the new vocabulary they hear. Then in the next book the child tells about the contents of the book. The experience that he get when listening our stories will provoke and stimulate the child to return to telling the version.

4. Conclusion

Based on the explanation above, it can be concluded that big book can be used as a learning medium to improve the linguistic verbal intelligence of children at an early childhood. this is because big books have special characteristics, namely books that are be enlarge in the text and images, and have special characteristics in terms of image shape, color. Big book also has characteristics, there are having a short story, clear sentence patterns, images in the book having meaning, clear type and font size read, and easy to understand storyline. The use of big book in learning also has several objectives, including giving reading experience, helping students understand the books, introducing various types of reading material to students, giving teachers the opportunity to give an example of good stories, involving students actively in learning, providing examples of text which is good for student use, as well as seeing for information. Based on the objectives of the big book, the linguistic verbal intelligence of children is very likely to increase.

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