

**THE IMPLEMENTATION OF BIG BOOK
AS THE TEACHER'S MADE MEDIA IN IMPROVING STUDENTS'
VOCABULARY UNDERSTANDING ABOUT TRANSPORTATION OF
AL-YA'LU PRE-KINDERGARTEN SCHOOL**

THESIS

In Partial Fulfilment of The Requirements for
Master's Degree of English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2024**

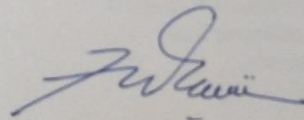
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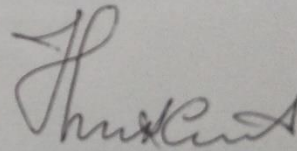
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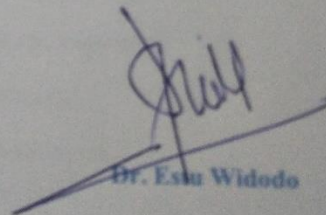


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Hereby, declare that:

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2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
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HAMLIAH

ACKNOWLEDGEMENTS

We praise and thank Allah SWT, the creator of the universe, for all the grace and gifts that have been given so that I can complete this thesis. With all my efforts and prayers, thank God, I was finally able to finish this thesis well. The aim of this research is how to apply big book media to improve the learning of transportation vocabulary for children aged 3-4 years at AL-YA'LU's superior pre-kindergarten. This research can provide a reference for further research to prove that the application of the big book as one of the recommended media to be applied in teaching activities in the classroom, especially to increase children's vocabulary by using a specific learning theme, for example in this thesis uses the theme of transportation, where this theme is very important. liked by young children. Apart from that, teachers can motivate students to maximize students' mastery of 4 skills, namely reading, writing, speaking and listening through vocabulary.

In the process of completing this thesis, I would like to express my deepest gratitude to my thesis supervisor, Dr. Fardini Sabilah, M. Pd and Assoc Prof. Dr. Sudiran, M. Hum for their extraordinary knowledge, support and motivation. Their help and encouragement were able to solve the technical problems I faced during writing my thesis. I also want to say a big thank you to my examiner Dr. Estu Widodo, M. Hum and Dr. Srihartiningsih, M.M for constructive suggestions during my thesis examination. Special thanks to our Principal who always provides support and motivation so that I can complete this master's degree. Thank you to friends who have helped, supported and prayed for me. I would like to express my deepest gratitude to my parents, while I was completing this thesis, my beloved father and sister passed away, may you be peaceful and peaceful. I would also like to thank my beloved husband and children for their support during the process of completing this thesis. May you all always be in Robby's Divine Protection. Amen!

Malang, 17 January 2024

HAMLIAH

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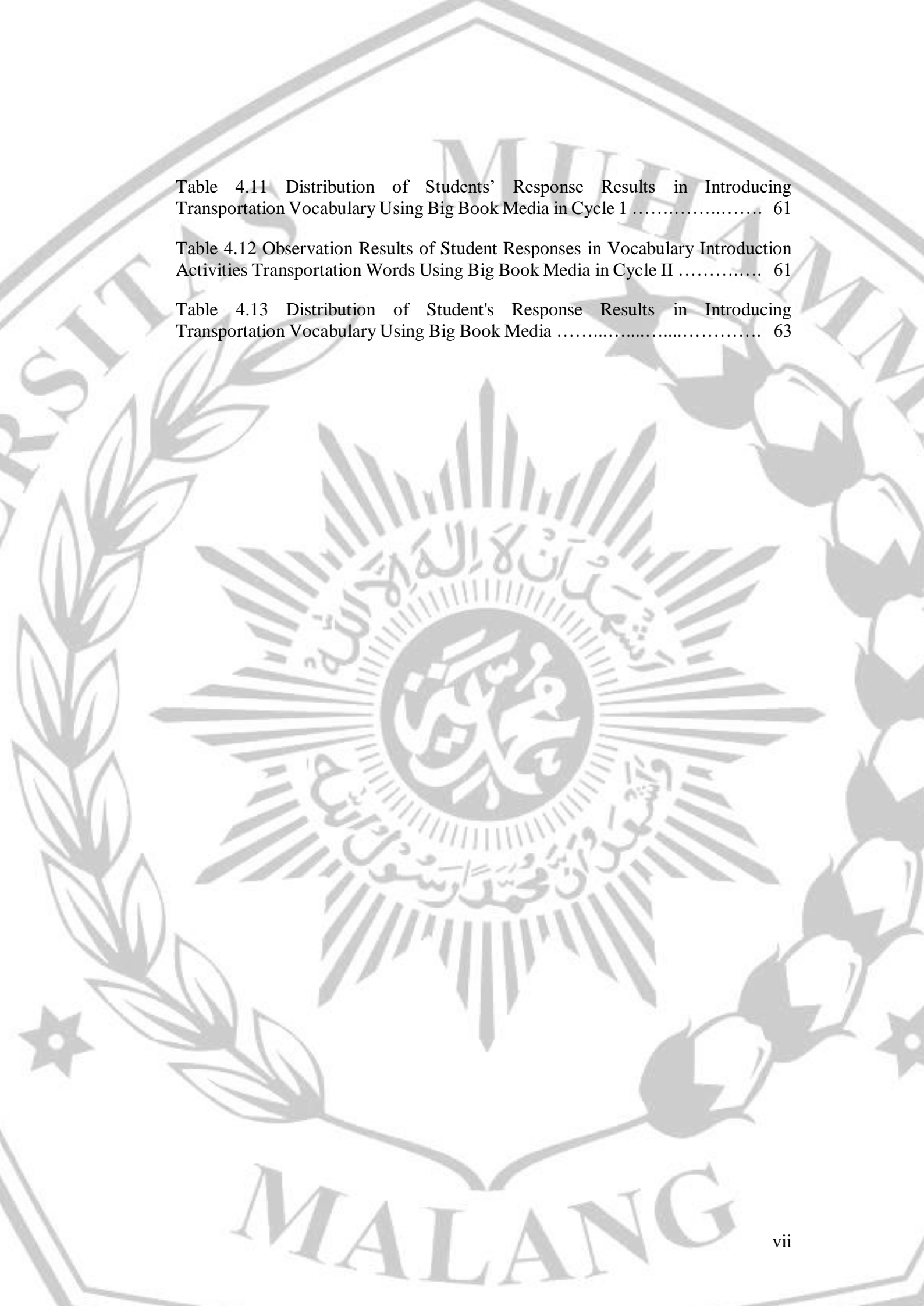
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ABSTRACT

The use of learning media is one main thing that matters in education. The initial observations showed that the teacher had never used any big book as the media to introduce vocabulary on transportation, so the teacher tried to use big book media. The Research problems in this research are the researcher wanted to know if the implementation of big book media could improve the ability to recognize transportation vocabulary in children aged 3-4 years, what efforts the teacher made to improve the ability to recognize transportation vocabulary for children aged 3-4 years using big book media, and how children aged 3-4 years would respond to introducing transportation vocabulary activities delivered through big book media. This research employed classroom action research with two cycles. Data was collected through observation, documentation, question and answer and demonstration. The research subjects were AL-YA'LU Superior Pre-Kindergarten students with a total of 19 children. The results of the research showed that 9 or 69.23% of the students were able to recognize transportation vocabulary in cycle I, and 12 or 92.30% of students in cycle II achieved success criteria. Teacher activity in using big book media to improve the ability to recognize transportation vocabulary for children aged 3-4 years has been effective by applying 25 indicators out of 26 assessment indicators. 10 students or 76.92% responded on the use of the big book to introducing transportation vocabulary activity in cycle I, and 16 students or 84.21% in cycle II.

Keywords: Big Book, learning media, vocabulary, transportation

**IMPLEMENTASI BIG BOOK SEBAGAI MEDIA BUATAN GURU
UNTUK MENINGKATKAN PEMAHAMAN KOSA KATA SISWA
TENTANG TRANSPORTASI DI PAUD AL-YA'LU**

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ABSTRAK

Penggunaan media pembelajaran adalah salah satu hal utama yang penting dalam pendidikan. Observasi awal menunjukkan bahwa guru tidak pernah menggunakan buku besar sebagai media untuk memperkenalkan kosakata tentang transportasi, sehingga guru mencoba menggunakan media buku besar. Masalah penelitian dalam penelitian ini adalah peneliti ingin mengetahui apakah penerapan media buku besar dapat meningkatkan kemampuan mengenali kosakata transportasi pada anak usia 3-4 tahun, upaya apa yang dilakukan guru untuk meningkatkan kemampuan mengenali kosakata transportasi untuk anak usia 3-4 tahun menggunakan media buku besar, dan bagaimana respon anak usia 3-4 tahun terhadap kegiatan memperkenalkan kosakata transportasi yang disampaikan melalui media buku besar. Penelitian ini menggunakan penelitian tindakan kelas dengan dua siklus. Data dikumpulkan melalui observasi, dokumentasi, tanya jawab, dan demonstrasi. Subjek penelitian adalah siswa TK Unggulan AL-YA'LU dengan total 19 anak. Hasil penelitian menunjukkan bahwa 9 atau 69,23% siswa dapat mengenali kosakata transportasi pada siklus I, dan 12 atau 92,30% siswa pada siklus II mencapai kriteria keberhasilan. Aktivitas guru dalam menggunakan media buku besar untuk meningkatkan kemampuan mengenali kosakata transportasi untuk anak usia 3-4 tahun telah efektif dengan menerapkan 25 indikator dari 26 indikator penilaian. 10 siswa atau 76,92% merespons penggunaan buku besar untuk kegiatan memperkenalkan kosakata transportasi pada siklus I, dan 16 siswa atau 84,21% pada siklus II.

Kata kunci: Buku Besar, media pembelajaran, kosakata, transportasi

A. INTRODUCTION

With the development of the world of education today, the use of English is increasingly being improved in learning, including for early childhood. Mastering English vocabulary is not easy for EFL learners to acquire, because pronouncing the words and understanding them are difficult to do and these make them discourage to learn the vocabulary. In this respect, (Moghanarascom, 2017) states that it is not an easy task to memorize a large amount of vocabulary. In the same vein, (Wafi, 2013) says that it is relatively difficult to learn new words, to keep words in mind and recall them when needed. Similarly, (Shahrokhi, 2016) states that the vocabulary of a language is huge and its acquisition takes time even for a native speaker. Therefore, teaching vocabulary is very important to early students in order that they can develop the four language (listening, speaking, reading, and writing) skills in English. Related to the importance of vocabulary in language learning, (Richards, 2002) found out that “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write.

Teaching vocabulary for young learners means introducing English as a foreign language, guiding the students to know the meaning and how to pronounce that new word, and also helping the student how to use it in their daily activity. According to (Cameron, 2001) teaching vocabulary to young learners will be more effective if it has relation with their environments, teacher and educators need preparation to teach young learners. (Gutlohn, 2006) mentioned that vocabulary is the lore of words and their significations. From the statement above that without building a powerful vocabulary foundation, comprehension, and appropriate language use will not be obtained and acquired.

AL-YA'LU is an international-minded school located in Malang, East Java. One of the schools that uses English as a subject. Most students experience many difficulties in learning English, especially vocabulary mastery. Students are very happy when the teacher introduces any object that is in front of their eyes, or seen (Cameron, 2001) directly. The teacher often introduces various things according to the theme being studied, such as fruits, vegetables, animals, etc. The students are very enthusiastic in asking and answering about the themes studied by the teacher. A teacher

must provide teaching that is creative, innovative, and fun because it is very important to create fun activities in the teaching process to attract students' attention. However, researchers experience many difficulties when introducing large real objects, such as when researchers introduce the theme of transportation. Maybe there are some transportations that children can see directly such as cars, motorcycles, but that's only a small part. Students must be familiar with a variety of modes of transportation. However, there are several large-sized modes of transportation, such as planes, trains, hot air balloons, and others, that cannot be brought into class, so researchers require a medium to convey the introduction of these modes of transportation to all students. A medium becomes essential thing in the teaching and learning process (Sudiran, 2014). By using media, the teaching and learning process especially in English will definitely be more fun. Media can transmit messages from sender to receiver. In this context it is from teacher to student.

Therefore, the researcher is interested to use big book because big book is one of the most interesting media for young learners. In using big book, student is more interested in learning, and they are very excited because with this big book, students can ask questions and spontaneously comment. Big book can be categorized into coursebooks which are invaluable core materials and can be used supplemented with other materials (Sudiran, S., & Vieira, 2017). According to (Strickland, D.S. and Morrow, 1990) big books are magnified or enlarged versions of children's books, usually narratives and are considered to be one of the most effective ways of getting young children involved with print. Meanwhile, (O'Connor, 2006) also define a big book as a large-format book with big print texts and illustrations that are highly visible for learners as the teachers read it to the entire class. Big books are perfect for preschoolers, and this book also accommodates young learners who can't read yet. In addition, (Anna, 2005) says that if there is a big book, it is very good, namely a book that is approximately 40 x 30 cm in size with attractive colorful pictures and text printed in large letters, so that it is clear enough for children to see together.

Media Big Book is an educational resource in the form of a book full of colorful pictures that is commonly used by teachers to exchange information for children. students are engaged and enjoy participating in learning activities in class when they use the Big Book media. Big Book media is more effective than magazine media in

developing student's reading skills because reading Big Book media can provide correct information and a reading experience for children who are not afraid to make mistakes. This is consistent with research by (Diantari, 2020) who found that using a Big Book media that has appealing colors, large text, and pictures will enable students to see the teacher reading from the Big Book.

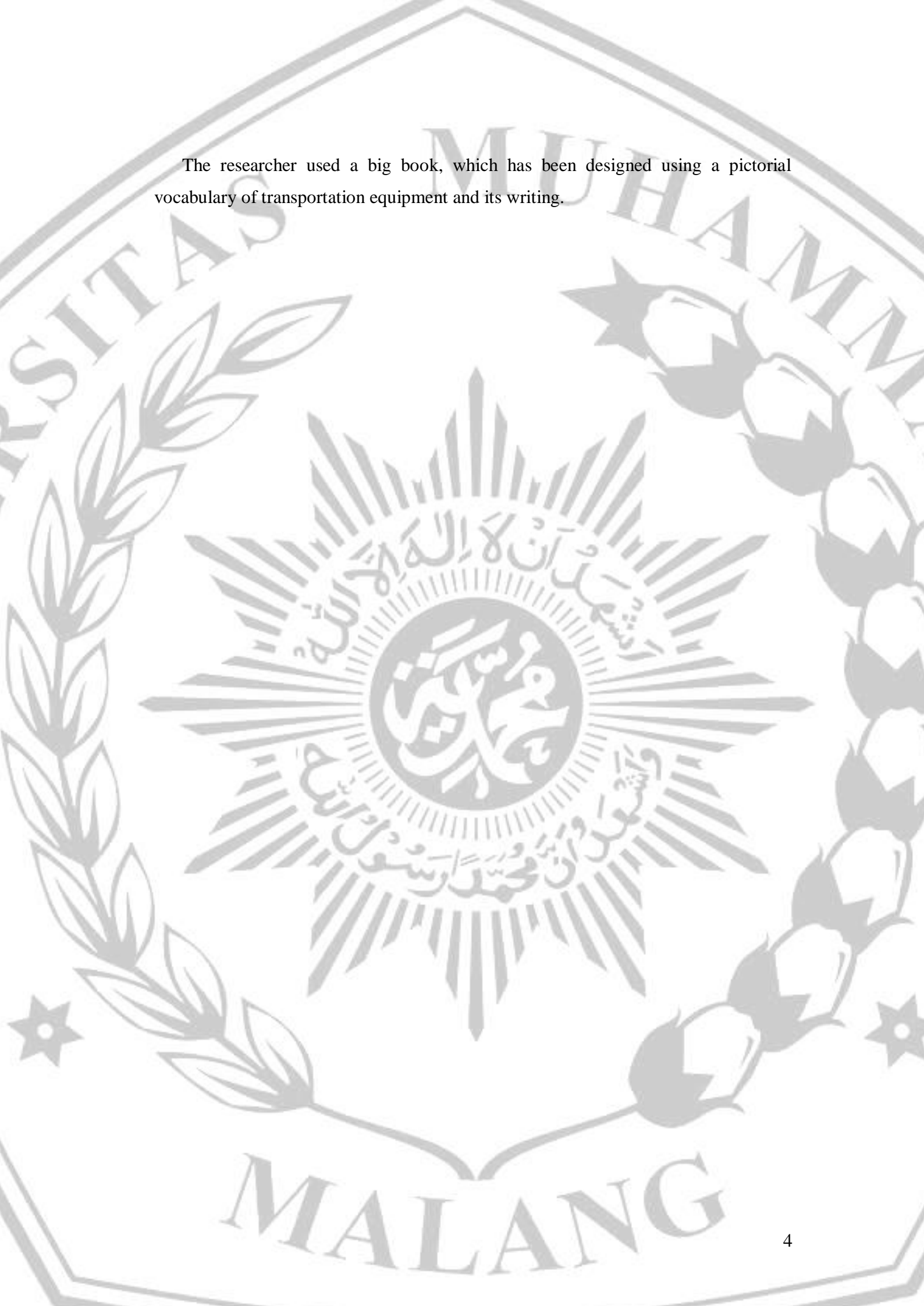
There are several research for a student in learning English using big books. The researcher finds big books are widely used to improve reading, speaking and improve critical reading and reading skills at elementary, senior high school. Only a few studies use big books on children's vocabulary in kindergarten. One of them is teaching vocabulary through the big book of PAUD Santa Maria Ratu Rosari, Pontianak (Santi, 2016). The purpose of the research is to find out whether or not the use of big book in teaching vocabulary. This research uses pre-experimental method. The findings of the research suggest that using big books to teach vocabulary in kindergarten is extremely effective, and future researchers should avoid repeating the text to students. Following that, the teacher must incorporate some key vocabulary from the subject being taught into the illustration. (Santi, 2016). Another research about big book was conducted by (Indrasari, A., Novita, D., & Megawati, 2018) Attractive Media for Teaching Vocabulary to Lower Class of Young Learners.

The aim of the research is to find out whether there is significant effect in students' vocabulary achievement in the first grade at primary school before and after being taught by using big book. The result of the research revealed that the use of big book gives significant effect to students' vocabulary achievement but both studies did not use a specific theme in learning vocabulary using the big book. So, the researcher wants to use the big book as a media to improve students' vocabulary according to the sub-themes being studied namely transportation.

This research tried to answer the research question, namely:

1. How does the implementation of big book media improve children's ability to recognize transportation vocabulary aged 3-4 years?
2. What are the efforts of teacher to improve the ability of children aged 3-4 years to recognize transportation vocabulary using media big book?
3. How do children aged 3-4 years react to activities that introduce transportation vocabulary using big book media?

The researcher used a big book, which has been designed using a pictorial vocabulary of transportation equipment and its writing.



B. LITERATURE REVIEW

1. Teaching English for Early Childhoods

The most sensitive period of language in a person's life is between aged 2 to 7 years. All aspects of language must be introduced to the children before this sensitive period ends. In this sensitive period, it is very important to introduce a good and correct way of speaking, because according to (Montessori, 1991) this speaking skill is very useful for communicating with the environment. Based on the theory, it is appropriate if English is introduced to the children as early as possible. Considering that English is the first foreign language in Indonesia, then the learning process should be done gradually. Selection materials, that are appropriate with their age are also effective for cognitive development of the children's language and the pleasant learning situation should be the main concern in the success of a learning process.

The success of English learning processing early childhood is certainly influenced by many factors such as the qualified teachers who can bring the learning process meaningful and fun; adequate learning resources and facilities; and a good, simple, and attractive curriculum. On the other hand, it should be understood that the early age is the age of play. Every child is a unique person and the play is a serious activity but fun for them. Then the right approach needs to be created by a teacher to make the English learning process more interesting and fun without abandoning the correct language rules.

Teaching English is the main key to the success of world interaction. The success of mastering this language facilitates the path of togetherness between nations. Therefore, freedom is needed in learning and understanding as a whole. The independence of language was declared by Bung Tomo during the call for the Youth Pledge in 1928. Learning is an important process in life. In the learning process, teachers must teach their students effectively. For effective teaching, good methods and strategies must be applied by a teacher because a good learning style must present concepts, information to students that seem familiar and interesting. The effective attitudes and actions taken by teachers in the classroom can make a positive difference in the lives of their students because language learning depends more than just teaching

language skills. Both the social and cognitive development of students, as well as linguistics, need to be considered. Students need to develop a set of characteristics to enable them to adapt to the society in which they live. At the age of young learners, it is very important to encourage their intellectual, physical, emotional, and social development. They are naturally different from adults. They like to move and play while adults seem reluctant to move and perceive play as childish. Children can absorb new things easily, but at the same time forget them quickly. (Suyanto., 2007) said children learn from their own environment by developing what they have and will interact with what they meet around them.

Teaching English with an Indonesian face has many challenges.(Mustafa, 2003) mention three problems of teaching English to children:

1. Lack of English in real-life situations that likely involve children in daily life.
2. The way English words are written as opposed to the way they are pronounced
3. There are still misconceptions about how children learn, including learning foreign languages because of the lack of understanding of who these children are.

Therefore, an English teacher should create active learning conditions and develop their techniques to help learners communicate more effectively by considering activities that are appropriate for each group of learners. And also, he must create various kinds of knowledge for students. The reason is that teaching is a complex thing that requires intellectual and practical abilities.

According to (Wiyani, 2014) the development of children's language skills includes the development of aspects of listening, speaking, writing and reading. Then according to (Yusuf, 2016) speech is the ability to say words which are the result of learning through imitation (imitation) of the sounds heard from other people. (Gusrayani, 2014) states that teachers must be more creative and innovative in teaching English, the thing to remember is that children are still thinking concretely, must trigger teachers to try to concretize language that is abstract. In line with the opinion (Susanto, 2017) states that teachers are needed to provide an understanding of children's language development, especially in increasing the development of the child's language skills. It can be concluded that teaching English to early childhood must be done with concrete activities, so that children are able to understand what is

meant, for example through speaking activities, children can imitate what is said by the teacher. The method used by the teacher is very influential on the goals achieved optimally.

However, in reality in the field, the problem that occurs is that English is rarely taught as an introduction to children's language skills, even though considering the importance of rapid language development is at the golden age of children, besides that English is an international language. This happens, because of the lack of knowledge about English learning methods that are suitable for speaking English skills that are appropriate for early childhood.

In this case (Pura, D. N., & Asnawati, 2019) states that there is a need for creative and innovative learning from teachers, for example in choosing or determining learning strategies, choosing tools or media, types and forms of learning systems and evaluation tools. can arouse children's curiosity and motivate children to think critically and be able to determine new things. Research findings (Suriansyah, 2015) that quality learning outcomes can be obtained from a quality learning process. This is in line with the opinion (Aaisyah Puspita Sari, M. Nasirun, 2017) which states that the method used in optimizing children's language skills must be appropriate, if the method used is not appropriate, it can hinder children's language development.

2. The Importance of Vocabulary in English for Early Childhoods

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words.

Talking about the importance of vocabulary, the linguist David Wilkins (Thornbury, 2002) argued that “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, people need to use words in order to

express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. In my experience as a teacher, I noticed the fact that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them. The teacher has an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems, and teachers have not recognized the tremendous importance of helping their students to develop an extensive vocabulary.

If we look back in the past, we discover that for a long time, English used teaching approaches such as Direct Method and Audiolingual which emphasized the primary importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught.

Nowadays, there is more freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Since there is a certain number of classes allotted for each item in the syllabus, teachers usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and teachers become more aware of the importance of vocabulary and attention is paid to the grammar of words, to collocations and to word frequency. Nevertheless, students still have difficulties in expressing themselves fluently and still consider speaking tasks exhausting. Vocabulary in English is all the words that make up a language to be understood by a particular person or maybe a group of people.

Vocabulary in English can be categorized into two types, namely active and passive vocabulary. The words we use to understand everyday language are called active vocabulary while those we know but rarely use are called passive vocabulary. Learning vocabulary is a very important part of learning a language. The more words

you know, the greater the ability to understand what is heard and read and the higher the ability to be able to say what you want to say or write.

3. The Importance of Teaching Vocabulary

Teaching is defined as giving instruction to somebody's knowledge, skill, etc. (Hornby, 1995) according to that definition, teaching vocabulary is an activity in which the teacher provides students with knowledge about vocabulary and how to use it in everyday situations. The more vocabulary students learn, the more ideas they should have, so they can communicate more effectively by using their ideas. With more vocabulary, the students can understand and use English without any difficulties (Edge, 1993). As a result, teachers play an important role in introducing vocabulary to students so that they can effectively communicate in the target language. Teachers must be concerned because teaching vocabulary is a complex process. When a teacher teaches a word, she or he has to teach three things (Paul Nation, 1974). They are as follows:

a. Teach the word's shape or form; pronunciation

This activity can be carried out by the teacher by spelling the letters of the words aloud and having the students repeat it. It can be used to teach students how to pronounce those words correctly, with teachers leading the way.

b. Explain the definition of the word

The teacher can use sentences that relate to the word's meaning and uses so that the students can guess the meaning of the vocabulary that is taught. As an example, the teacher provides the clue along with its function.

c. Teach word usage

The teacher may provide sentences that include the target words, and students can then identify the function or uses of the word based on its placement in the sentences.

Based on the above theory, English teachers should be able to use a better method of teaching strategy that covers the shape, meaning, and use of vocabulary when teaching vocabulary. The application of better way of teaching vocabulary can be meaningful and useful when the students can find it is easier to understand the words

which are taught and they can also increase them well (J Allen, 1977)

4. Learning Media

2.4.1 Definition of Learning Media

(Richards, 1990) defines media as "the various modes of mass communication and technologically driven materials used in the dissemination of information and entertainment such as television, radio, newspapers, computers, social media, and the like." Learning media is defined as a tool or communication media by (Arsyad, 2011), where he observed that using tools allows the communication relationship to run smoothly and optimally. While Gagne' and Briggs, learning media includes physical tools used to deliver the content of teaching materials, such as books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers.

Learning will be more effective and enjoyable with the use of learning media. Children can benefit from the information conveyed by the teacher. Children, especially in early childhood education, can see the intended object teacher without having to imagine it.

2.4.2 Purpose and Benefits of Learning Media

The aim of media in learning activities to help students more quickly know, understand, and are skilled at learning a material being taught. One of the main functions of the media is teaching as a tool to help teach, which also influences the climate, conditions, and learning environment created and styled by teachers. According to (Arsyad, 2005), the use of teaching media in the orientation phase of teaching will help the learning process and the effectiveness of delivery and content of the subjects at the time, as it also raised motivation, students' interests, and also helped students increase understanding, to present the data with interesting and reliable, ease of data, and compress information.

Many figures have expressed their views on the benefits of media for learning activities. According to (Kemp, Jerrold E.; Deane K. Dayton (Harper and Row, 1985) the following are some of the advantages of media in learning:

- a) Learning material submission can be uniformed
- b) The learning process becomes more interesting
- c) Learning becomes interactive
- d) The amount of teaching and learning time can be reduced
- e) Student learning quality can be improved
- f) The learning process can occur anywhere and at any time
- g) Students' positive attitudes toward the learning process can be improved
- h) The teacher's role can shift in a more positive and productive direction

2.4.3 Media Aids in Teaching and Learning English Language

There are a variety of media aids available to help with the acquisition of the four language skills in English. Media aids such as computers, television, and radio educational programs aid in the teaching and learning of listening skills by encouraging students to listen intently in order to grasp the information conveyed. Similarly, the teacher can use visual scaffolding, which uses drawings or pictorial illustrations to improve students' ability to hear English words and make connections to the visual images displayed. This method also includes the printing of photographs, which are then displayed with written labels to help students understand written forms of words. Photos have aided in verbal stimulation and comparisons that students remember for a long time, driving home the intended theme taught by the teacher. CD players can also help with listening comprehension. They are simply electronic devices used to play audio CD-ROMs. Lectures and listening drills can be saved on audio CDs for students to practice. Tape recorders, which are one of the oldest technical listening tools and are almost obsolete, can also be used.

2.4.4 Types of Learning Media

Smaldino, S.E., Lowther, D.L. & Russel (2012) categorize media into six types: text, audio, visual, video, manipulative, and people.

- a) Text media is an alphanumeric character that can be shown in a variety of formats, including books, posters, whiteboards, and computer screens (Smaldino, Lowther, & Russell, 2012).
- b) Audio media refers to everything that can be heard, such as the sound of people,

- music, mechanical sounds, or noise. Types of audio media.
- c) Visual media widely used for teaching English are photos, real items, drawings or teacher-made drawings charts, posters, cartoons, and flash cards, blackboard, flannel board, magnetic board, wall chart, flash card, reading, module, picture card, slide, film, OHP.
 - d) Video media is a media that displays movement including DVD, computer animation and etc.
 - e) Equipment media is a medium that can be touched and held by students (Smaldino, S.E., lowther, D. L. & Russell, 2012)
 - f) Person media can be teachers, students, or field experts.

5. Big Book

A big book is a reading book with a large size, good writing, and a great picture. The sizes vary, such as A3, A4, A5, and the same size newspaper. Where the size of the big book must take into account all student readability. According to (Yuniati, 2014), a big book can serve as a strong motivator to learn about word pronunciation, forms and types of words compound, verb, abbreviation, or rhyme.

Big book is a book which contains big pictures, words or sentences and colorful. The students in a class can see all part of the big book because the size of book is different from the ordinary books. Big book is appropriate for preschoolers and for students in primary school (Santi, 2016). The good big book must have six characteristics (O'Connor, 2006) the first, big book is short stories. The second, it contains a rhyme pattern. The third, big book has big pictures. The fourth, big book must have repetitive phrases and familiar vocabulary for young learners. The fifth, it is simple but interesting. The last, big book contains about humor elements. It is important thing because children get bored easily so the teachers must make fun atmosphere in language teaching and learning process.

Big book has large print and colorful words, sentences or pictures. It can allow whole students in classroom when the teachers give material for their students. In addition, when the teachers using big book in teaching and learning process, they can catch the student's interest and concentration. The abnormal size from big book help

students to give their attention and focus in English teaching and learning process. A big book is appropriate for preschoolers and primary school youngsters. It also becomes one of the many books that scaffold young learners who have not yet learned to read. Long before they can read a book, young students often "read" the image of a big book to themselves or memorized the rhyme or phrases (Novick, 2002). In addition, (Morrow, 2007) noted that young learners can use contextual print and illustrations to grasp that words have meaning as a result of their literary experiences. Big book images can also assist young learners in determining what a word means. And finally (Colville, S., & O'Connor, 2006) explains that Big Books have a controlled vocabulary which helps with vocabulary learning.

According to the above description, Big Book is a learning tool that takes the form of a big printed book, has qualities that early grade students like, and can promote learning in the classroom, particularly in reading abilities. This Big Book media is available from the printing press that creates it or it can also be created by the teacher using materials that are easily accessible, but it will obviously be larger than textbooks in general. Therefore, it can be said that the main goal of Big Book learning media is to help students understand the teaching materials and further engage them in learning activities so that learning objectives are also met by using this media

Basically, teacher does not need to be fixated on the size and type of book on the market, because big books are not always available and are available based on existing needs. As a result, PAUD teachers can create their own big books out of large paper or cardboard.

2.5.1 The Importance of Big Book in Teaching Vocabulary

Big book is very important in teaching vocabulary because with big books students can enjoy various kinds of vocabulary in big books according to the theme in learning. With colorful pictures, students become more interested and this will stimulate students' enthusiasm for learning.

Teachers are aware that vocabulary scores must also go through a process by which students acquire them and track their progress. Therefore, teachers are responsible for instructing, guiding, directing, assessing, and ultimately evaluating students during the learning process.

According to (Sudrajat, A. K., Susilo, H., & Rohman, 2020), focusing on two parts of the learning process, namely learning media and learning methods, allows the learning process to operate smoothly. Big Book Media has enhanced the text and visuals to encourage collaborative reading among teachers and students. Teachers must actively engage student in order to attain learning objectives.

Aside from that, paying attention to the use of learning media is a vital stage in the learning process because it can pique students' interest in the subject. The advantages of employing big book media include the capacity to efficiently carry out learning objectives and provide reading experiences for children using engaging terminology, allowing them to read together well and correctly.

2.5.2 The Procedure of Using Big Book

According to (Lynch, 2008) these are the steps for using Big Book media:

1. Arrange and condition students to sit comfortably.
2. The teacher invites students to observe the cover and review it
3. The teacher asks questions to predict the content of the story.
4. The teacher writes students' predictions on the blackboard.
5. The teacher reads the story with clear pronunciation and intonation.
6. Teachers and students match student predictions with the content of the story.
7. The teacher asks whether the students like the story in the Big Book.
8. The teacher reads the story in the Big Book again with
9. pointing to each word.
10. The teacher reads with intonation and expression.
11. The teacher gives students the opportunity to ask questions or provide feedback.
12. The teacher reads the story in the Big Book with the following by all students.
13. Students read the stories in the Big Book one by one (individual).
14. The teacher reminds students to listen to what is said his friend is reading.

2.5.3 The researcher uses and creation of Big Book Media.

What must be considered is that the contents of the vocabulary or stories in

the big book are not too extensive so that children are not bored while learning, and that the teacher has good skills and methods for conveying it so that children are not bored while listening to the vocabulary conveyed by the teacher.

The researcher picked big book media because it is one of the media options that can be utilized to increase early childhood vocabulary recognition. Big book is rich of color and enormous graphics, have many benefits and uses, and follow a pattern. Aside from that, this big book with a transportation theme is highly useful for researchers because it allows students to focus in class. This big book, which contains terminology related to transportation, is particularly popular among students. And this big book was also very helpful in introducing students to transportation without the need to carry real goods. In this scenario, the researcher devised her own theme, which was tailored to the learning material to be provided. The processes that researchers used to develop a big book about transportation are detailed below:

1. Create an image in Canva and print it on A3 paper.
2. The text is dense with words related to the study theme, Transportation Equipment.
3. Images that are colorful so that student is not overstimulated or bored.
4. The page's content consists of 15 pages.
5. Spiral-bound to make it easy and safe to open.

The application of big book media is shown in this study for introducing transportation vocabulary and provided by repeating language, then the child presents pictures/objects stated by friends or the teacher.

6. Transportation Vocabulary Words in English

The definition of public transportation (public transport) is all types of transportation models that supply for the mobility needs of the movement of goods and people, for the benefit of the community or the public in meeting their needs, types of transportation based on their designation consist of public transportation and passenger transportation, each with the type of vehicle and different facilities. The function of the means of transportation is to transport passengers and goods from one place to another, the need for transportation depends on the function for the use of a person (personal place utility), then various vehicles have emerged as a means of

transportation. Transportation and vehicles vocabulary words in English with useful list and pictures.

Knowing how to talk about various types of transportation is a huge advantage when leaning to speak English. This can prove useful in a variety of situations such as talking about how to prefer to get to and from work or school as well as being hugely advantageous when asking about public transport options. This is also useful vocabulary to have when thinking about the conversations surrounding travel and holiday.

C. METHODOLOGY

1. Research Setting

a. Research Location

The research was carried out at the AL-Yalu Superior Pre-Kindergarten located at Jalan Teluk Mandar No. 55 Arjosari Malang, East Java.

b. Study Time

The study was carried out during the learning process within the second semester of the 2022-2023 school year.

c. Research Studies

The subjects of this Classroom Action Research were 19 pre-kindergarten students. There were 13 male and 6 female students, while the objective of this study is to increase English vocabulary mastery in AL-YALU Superior Pre-Kindergarten.

2. Data Sources

- a. The source of data in this research is the subjects from which the data was obtained. Sources of this study consist of teachers and students.
- b. The students of AL-YA'LU Superior Pre-Kindergarten. For data source that come from students, namely from AL-YA'LU Superior Pre-Kindergarten, it can be seen in the following table.

AL-YA'LU PRE-KINDERGARTEN STUDENTS' DATA

No	Students name	Gender	
		Male	Female
1.	SR	v	
2.	AS	v	
3.	OK	v	
4.	AN		v
5.	RR		v
6.	AK		v
7.	AY	v	
8.	SJ		v

9.	FB	v	
10.	JM	v	
11.	KB	v	
12.	KG	v	
13.	LG	v	
14.	KA	v	
15.	NQ		v
16.	PS	v	
17.	QQ		v
18.	SF	v	
19.	LG	v	

Table 3.1. AL-YA'LU Pre-Kindergarten Students' Data

COLLEAGUES AND PEERS

No	Name	Position	Task
1.	Endang Supadminingsih, SP., MP.	Principal	Collaboration 2 (rate Researcher/teacher activity)
2.	Safiroh, S. Fil.I	Teacher	Collaboration 1 (rate student activity)

Table 3.2. Colleagues and Peers

3. Research Design

The Researcher employed the Classroom Action Research (CAR). CAR was chosen by the researcher because it is suited for tackling challenges that arised in the classroom. CAR is the process of examining learning difficulties in the classroom and solving them by carrying out various planned activities in real-world circumstances.

(McNiff, 2013) defines CAR as a type of research reflective activity carried out by educators regarding school development, improving children's learning achievement, and developing teaching skills, and emphasizes the main basis for carrying out CAR for improvement in his book *Action Research Principles and Practice*. The spiral or cycle Classroom Action Research model from (Kemmis, S., 1998) was used in this research. This model's Classroom action research design is considered easier in terms of procedure steps; this research was conducted in two cycles. The Kemmis and McTaggart approach is made up of four parts: planning (plan), action and observation (Act and Observe), and reflection (reflect). At the same time, actions and observations are taken. This is due to the fact that the execution of actions and observations are inextricably linked. The four components of the Kemmis McTaggart model are viewed as a cycle, or round of activity.

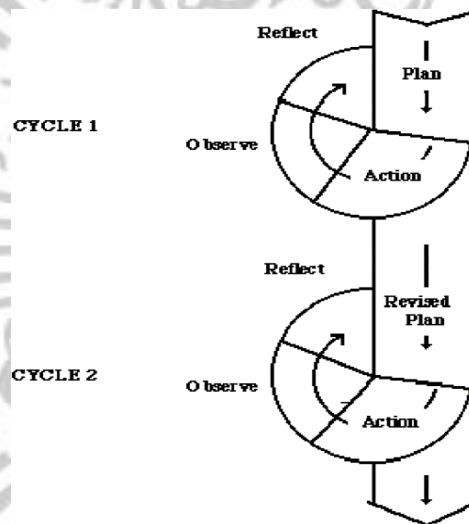


Figure. 3.1 The Models of Action Research Design by Kemmish McTaggart

The research procedure was carried out in two cycles. Each cycle consists of four steps: planning, action, observation, and reflection.

Cycle 1

1. Plan
2. Act
3. Observe

4. Reflect

Cycle II

1. Revised Plan (Cycle II)
2. Act and Observe (Cycle II)
3. Reflection (Cycle II)

The following is explanation of each component:

1. Preparation Stage

At this level, researchers and teaching colleagues collaborate to create activities that can be used to tackle problems in the classroom. Regarding the activities of teachers and researchers, they are as follows:

- a) Determine the subject matter to be taught, namely transportation in English.
- b) Create lesson plans to be used while conducting research.
- c) Prepare the media, namely the big book media, for the action of introducing English vocabulary.
- d) Create observation sheets for the actions of researchers and student.

2. Action Implementation

The stage of the implementation consists of the activity plans that were developed in partnership are implemented in the action stage, so that the vocabulary recognition research activities carried out in English utilizing large book media are more focused and easier to attain goals. The following is the process of introducing English vocabulary to children aged 3-4 years through big book media:

1) The First Steps:

- a) The researcher begins the class by greeting the students
- b) Prays and sings about the theme.
- c) Plays questions and answers about the material to be taught
- d) Conveys the learning objectives to be reached.

2) Core Activities

- a) The researcher invites the child to read the title on the big book
- b) The researcher requests that the student pay attention to the teacher reading the English vocabulary in the big book.
- c) The researcher displays the vocabulary in the large book and reads it slowly.

- d) The researcher asks each student to pronounce the English vocabulary in the big book and shows the pictures individually.
- e) The researcher instructs the student to pay attention to their peers who are reciting the vocabulary from the big book.
- f) The researcher instructed the students to play each English vocabulary game.
- g) Researchers explain the game's rules and the different kinds of games offered.
- h) Researchers give worksheets to student.
- i) Researchers have student respond to questions about vocabulary from the big book.
- j) Researchers encourage student who are prone to being passive.

3) Closing Activities

- a) The researchers reinforce and motivates student to love and respect the English language from an early age.
- b) The researchers conclude the lesson.

3. Observational Stage

During the observation stage, colleagues meticulously record every action of the researchers and students. Observations are made so that previous actions can be reflected on. Furthermore, it will be investigated whether the use of media big book can improve the ability of researchers as teachers to introduce vocabulary, as well as the ability of students to recognize English vocabulary, specifically transportation.

4. Reflection

Reflection occurs after the action has occurred. Teachers and researchers collaborate to discuss the outcomes of their actions. The actions of cycle I are reflected and used as a reference in the subsequent cycle. Based on the findings of previous observations, the data was analyzed and action was taken in order to meet the success criteria. If the data obtained does not meet the success criteria, researchers will make improvements that will be applied to the next cycle. If a study meets the success criteria, it is said to be successful.

4. Data Collection Techniques

a. Observation

Observation is a technique for collecting data by observing every ongoing event and recording it with an observation tool about the things to be observed or researched. Observations are carried out on purpose by adhering to the applicable observation rules. Observations are made to observe the activities of children. Every action the teacher does during each cycle or learning activity in accordance with the problem's focal point is observed and recorded. Numerous flaws can be identified from the observations, allowing them to be followed up on and strengthened in the following cycle.

b. Documentation

Documents are records of previous events. Documents can take the form of writing, photographs, or monumental works created by someone. Writing documents, such as diaries, life histories, stories, and biographies. Documents in the form of images, such as photographs, drawings, life sketches, and so on.

In this study, documentation was completed through the use of photographs, sound recordings, pictures, and student work produced during instructional activities. The documentation serves as a record of the activities that students and teachers have engaged in during the instructional process. The purpose of this study was to reinforce the data already collected while also giving a realistic image of the teacher's abilities to teach with Big Book media and children's English vocabulary proficiency. Additionally, photographic documentation of the actions taken throughout their implementation serves as genuine proof that the researcher was indeed engaged in study.

c. Question and Answer

The research's question and answer technique were conducted orally to two or more people who need face-to-face interactions. The questions and answers that were conducted in this study were the questions and answers that were asked by the instructor to the child regarding the presented English

vocabulary through big book media, during the learning process, or after the learning process was completed. The teacher can determine the quantity of vocabulary words learned by the kid at each meeting by asking and answering questions.

d. In-person Practice or Demonstration

To collect research data on English vocabulary skills in student for the theme of transportation, direct practical activities or demonstrations will be conducted using the Big Book media, which contains pictures and vocabulary of transportation that student can see.

5. Data Collection Technique

This study data collection tool is an observation sheet of student and teacher activities in the form of an assessment sheet. The following indications are used in the instrument grid on the observation sheet.

6. Instrument for Research

Research instruments were utilized in this study to assess students' skills to learn English vocabulary, student's reactions, and teacher activities in presenting English vocabulary.

The following research tools are employed:

1. Observation Record

The observation sheet is designed to collect all information gathered during the learning process. The researcher created the observation sheet. The observation sheet documents all of the students and teacher's activities during the process of learning English vocabulary through the use of a big media book. The observations include children's activities while learning, the appropriateness of instructor activities with lesson plans, and the student ability to recognize English vocabulary, especially transportation.

TEACHER ACTIVITY OBSERVATION SHEET

No	Assessment Aspect	Yes	No	Description
a. Preparation				
1.	The teacher prepares an implementation plan learning (RPP).			
2.	Learning objectives are clearly stated in lesson plans.			
3.	The teacher prepares learning media in the form of a big book.			
4.	The teacher prepares the classroom setting for learning			
b. Opening Activities				
5.	The teacher greets enthusiastically			
6.	The teacher asks the news in English			
7.	The teacher explores the student's previous knowledge about the material to be taught by playing.			
8.	The teacher conveys the learning objectives to be achieved.			
9.	The teacher invites the students to sing in the language English about transportation.			
c. Core Activities				
10.	The teacher takes out a big book and invites students to read the title on the big book			
11.	The teacher shows the vocabulary on the big book and read slowly			
12.	The teacher recites the vocabulary in the big book clearly.			

13.	The teacher calls students one by one to come forward and recite the vocabulary in the big book.			
14.	The teacher asks the English vocabulary to the student from the picture shown in big book.			
15.	The teacher asks students to listen friends who are reciting vocabulary words on the big book.			
16.	Teachers provide motivation / encouragement especially for students who tend to be passive.			
17.	The teacher invites the students to play to know vocabulary the words in the big book.			
18.	The teacher explains the rules of the game.			
19.	The teacher explains the types of games			
20.	Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.			
21.	Circle the same picture in the vocabulary English in big book.			
22.	Coloring the English vocabulary in the big book.			
d. Closing Activities				
23.	The teacher asks questions to the student about vocabulary in the big book.			

24.	The teacher asks the students feelings during carry out English introduction activities through the big book media.			
25.	The teacher provides reinforcement of knowledge what the students get			
26.	Information about tomorrow's activities.			
27..	Read the prayer at the end of the meeting.			

Table 3.3 Teacher Activity Observation Sheet in Introducing English Vocabulary Using Big Book Media

STUDENT OBSERVATION SHEETS

No	Observed Aspects	Rating result		
		Yes	No	Description
1.	Student recognizes an object as God's creation.			
2.	Students answer when the teacher asking the students' condition in English.			
3.	Students learn to read the title on big Book.			
4.	Students pay attention when the teacher reads the terminology from the big book with clear pronunciation and intonation.			
5.	The student repeats the vocabulary English in the big book according to exemplified by the teacher.			
6.	Students dare to come forward to pronounce English vocabulary on big book and show vocabulary words/pictures spoken on big book.			
7.	The student argues about the story on big book.			
8.	The students can answer the vocabulary of the language England, from the picture shown at big book or what the teacher says.			
9.	Students work in groups to recite the vocabulary word from the picture on the big book.			

No	Observed Aspects	Rating result		
		Yes	No	Description
10.	<p>The student participates in a knowing game English vocabulary, with variations play:</p> <ol style="list-style-type: none"> 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book. 2. Circle the same picture in the transportation vocabulary in big book. 3. Coloring the transportation vocabulary it's in the big book. 			
11.	The students expressed their feelings during the introduction activity English through big book media.			

Table 3.4 Observation sheets of students in introducing English vocabulary using big book media.

ASSESSMENT ABILITY INSTRUMENT

No	Aspects assessed	Assessment Result			
		BB	MB	BSH	BSB
1.	The students can pronounce transportation vocabulary designated in the big book correctly.				
2.	The student can match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.				
3.	The student can circle the same picture in the transportation vocabulary in big book.				
4.	The students can recognize transportation vocabulary in big book through coloring games.				
5.	The students are able to remember 10 transportation vocabulary in big book.				

Table 3.5 Instruments for assessing the ability of children aged 3-4 years to recognize Transportation vocabulary using big book media

***Information:**

BB = Undeveloped

MB = Beginning to Develop

BSH stands for Developing According to Expectations.

BSB stands for Very Well Developed.

ABILITY ASSESSING RUBRIC

No	Indicator	Information
1.	Students can recite transportation vocabulary designated on big book correctly.	<p>a. The student is given a BB score, if the student doesn't want to pronounce transportation vocabulary.</p> <p>b. Students are classified as MB if they have begun to pronounce transportation vocabulary, although incorrectly.</p> <p>c. Students are examined for BSH, and if they have obtained it, they must repeat transportation vocabulary with Correct.</p> <p>d. Students are evaluated BSB when they can pronounce transportation vocabulary accurately and effortlessly.</p>
.2.	Students can match the transportation vocabulary cards by drawing lines according to the vocabulary in the big book.	<p>a. Students are given a BB grade, if the student does not want to match the transportation vocabulary cards by drawing a line according to the vocabulary in the big book.</p> <p>b. Students are assessed as MB, if the student is starting to want to match the transportation vocabulary cards by drawing a line according to the vocabulary in the big book even though it is not correct.</p> <p>c. Students are assessed BSH, if the student has obtained it match the transportation vocabulary cards by drawing lines according to the vocabulary in the big book.</p> <p>d. Students are assessed BSB, if the student is capable match the transportation vocabulary cards by drawing lines according to the vocabulary in the big book, without teacher guidance.</p>

No	Indicator	Information
3.	The student can circle the same picture in the vocabulary English in big book	<p>a. Students are assessed BB, if the student does not want to circle the same picture in the transportation vocabulary in the big book.</p> <p>b. Students are assessed as MB, if the student is starting to want to circle the same picture as the transportation vocabulary in the big book even though it is not correct.</p> <p>c. Students are assessed BSH, if the student has obtained it circle the picture that is the same as the transportation vocabulary in the big book correctly.</p> <p>d. Students are assessed BSB, if the student is capable circle the same picture as the transportation vocabulary in the big book without help from the teacher.</p>
4.	Students can recognize English vocabulary in big books through coloring.	<p>a. Students are rated BB, if the student is not familiar with transportation vocabulary in the big book through coloring.</p> <p>b. Students are assessed as MB, if the student has started get to know transportation vocabulary in the big book through coloring.</p> <p>c. Students are assessed BSH, if the student has obtained it know the transportation vocabulary well in the big book through coloring.</p> <p>d. Students are assessed BSB, if the student is capable get to know transportation vocabulary in the big book through coloring without guidance from the teacher.</p>
5.	Students are able to remember 8	<p>a. Students are assessed BB if the student has not remembered none of the existing transportation vocabulary big book.</p>

No	Indicator	Information
	transportation vocabulary words in the big book.	b. Students are assessed as MB, if the student remembers 2-5 vocabulary words the word transportation on the big book.
		c. Students are assessed BSH, if the student is able to remember 8 vocabulary words in the big book.
		d. Students are assessed BSB if the student can remember more than 8 vocabulary words in the big book.

Table 3.6 Rubric for assessing the ability of students aged 3-4 years in recognizing vocabulary English words using big book media

7. Indication of Success

Improvements to better direction, both in the classroom and in the learning environment, are indicators of the success of this research. The ability of teachers to present transportation vocabulary to students through big book media, indicated by students' ability to recognize transportation vocabulary, is an indicator of success in this research.

The research is deemed to be successful if it achieves the following criteria:

1. The ability of 85% of teachers to perform well in transportation vocabulary recognition exercises utilizing large book media is an indicator of teacher performance.
2. During the introduction of transportation vocabulary utilizing big book media, student participation hits 80%.
3. Individually attain a score of 80% in transportation vocabulary acquisition activities, with the criteria of developing as predicted (BSH) and developing very well (BSB).

8. Data Analysis Techniques

In processing assessment data on children's capacity to recognize transportation vocabulary, the following categorization was used based on guidelines from the Directorate General of National Education Mandates 2010:

- BB = Undeveloped
- MB = Beginning to Develop
- BSH stands for Developing According to Expectations.
- BSB stands for Very Well Developed.

Results data were obtained by measurements guided by evaluation signs in kindergarten produced by the Directorate General of Mandas DIKNAS 2010. Because this research is based on qualitative data, the data analysis is based on the research findings. Below is the description of data frequency and percentage.

The following formula is used to calculate the percentage:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Values

100% = Fixed value

With the following achievement criteria:

ACHIEVEMENT CRITERIA

NO	Interval	Description
1.	75-79 %	Standard
2.	80 - 89	Medium
3.	90 - 94	High
4.	95 – 100	Excellent

Table 3.7 Learning Outcome Achievement Criteria AL-YA'LU Superior Pre-Kindergarten

D. FINDINGS AND DISCUSSION

1. Findings

4.1.1 The implementation of using Big Book media to improve the transportation vocabulary recognition abilities of children aged 3-4 years.

The result of the implementation of big book media in improving the ability to recognize transportation vocabulary in children aged 3-4 years

1. Ability to Recognize Transportation Vocabulary in Children Aged 3-4 Years.

Cycle I

Based on the results of assessing children's ability to recognize transportation vocabulary using big book media with BSH and BSB criteria from 5 assessment indicators in the activity of introducing transportation vocabulary by using big book media, namely:

1. Students can recite transportation vocabulary designated on big book correctly
2. The student can circle the same picture in the vocabulary English in big book
3. Students can recognize English vocabulary in big books through coloring.
4. Students are able to remember 8 transportation vocabulary words in the big book.
5. The student can match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.

OBSERVATION RESULTS CYCLE 1

No	Name	Criteria	
		BSH and BSB	
		Meeting 1	Meeting 2
1	SR	2	3
2	AS	2	2
3	OK	2	2
4	AN	3	3
5	RR	3	3
6	AK	2	3
7	AY	4	4
8	SJ	3	4
9	FB	3	4
10	JM	3	3
11	KB	4	4
12	KG	2	2
13	LG	4	4
14	KA	3	4
15	NQ	2	3
16	PS	3	4
17	QQ	4	5
18	SF	4	5
19	LG	3	3

Table 4.1. Observation results of children aged 3-4 years' ability to recognize transportation vocabulary cycle I.

BSH AND BSB CRITERIA DISTRIBUTION

Criteria	Meeting 1		Meeting 2	
	F	%	F	%
BB	6	46.15	3	23.07
MB	8	61.53	7	53.84
BSH	5	38.46	7	53.84
BSB	-	-	2	15.38
Number of BSH and BSB	5	38.46	9	69.23

Table 4.2 Distribution of BSH and BSB criteria in introducing transportation vocabulary using big book media in cycle I.

From the table above it is found that at meeting 1 the number of students with BSH and BSB criteria was 5 or 38.46% of students, and at meeting 2 the number of students with BSH and BSB criteria was 9 or 69.23% of students. Based on the results of questions and answers between the research teacher and students regarding transportation vocabulary, in cycle I during meetings 1 and 2 it was found that as many students were able to remember 8 of the 15 vocabulary words introduced, 5 students were able to remember more than 8 of the existing vocabulary words. in the big book, while 6 students still remember 4, 5, 6 and 8 transportation vocabulary. In cycle I, the average student was able to remember the words plane, car, ship, train, taxi, truck, bus.

2. Ability to Recognize Transportation Vocabulary in Children Aged 3-4 Years Cycle II.

Based on the results of the assessment of students' ability to recognize transportation vocabulary using big book media for cycle II, it is presented in table 4.3 below.

OBSERVATION RESULTS CYCLE II

No	Name	Criteria BSH and BSB	
		Meeting 1	Meeting 2
1	SR	3	3
2	AS	3	3
3	OK	3	3
4	AN	3	3
5	RR	3	3
6	AK	3	4
7	AY	5	5
8	SJ	3	3
9	FB	5	5
10	JM	4	5
11	KB	5	4
12	KG	3	3
13	LG	4	5
14	KA	4	4
15	NQ	3	4
16	PS	4	5
17	QQ	5	5
18	SF	5	5
19	LG	3	4

Table 4.3 Observation results of children aged 3-4 years' ability to recognize transportation vocabulary cycle II.

BSH AND BSB DISTRIBUTION CRITERIA

Criteria	Meeting 1		Meeting 2	
	F	%	F	%
BB	-	-	-	-
MB	10	76,92	7	53,84
BSH	4	30,76	5	38,46
BSB	5	38,46	7	53,84
Number of BSH and BSB	9	69,22	12	92,30

Table 4.4 Distribution of BSH and BSB criteria in introducing transportation vocabulary using big book media in cycle II.

From the table above, it was found that at meeting 1 the number of students with the BB criteria was 0 students or 0%, MB was 10 students or 76.92%, BSH was 4 students or 30.76%, and BSB was 5 students or 38.46%. With the number of BSH and BSB as many as 9 students or 69.22%, and at meeting 2 the number of students with BB criteria was none, MB numbered 7 students or 53.84%, BSH 5 students or 61.53%, and BSB as many as 7 students or 53.84%. With the number of BSH and BSB as many as 12 or 92.30% of students.

Based on the results of questions and answers between researchers and students regarding transportation vocabulary, in cycle II from meetings 1 and 2 it was found that 6 students were able to remember 8 of the 15 vocabulary words that were introduced, and 8 students were able to remember more than the 8 vocabulary words that were introduced. is in the big book, while only 5 students still remember 5 and 6 transportation vocabulary words. In cycle II, the average student was able to remember the words train, plane, bus, taxi, car, bicycle, ship, helicopter, boat, carriage, truck, pedicab.

4.1.2 Teacher Activities in Improving Vocabulary Recognition Ability The word transportation for children aged 3-4 years with Using Big Book Media.

The result on the efforts of teachers to improve the ability of children.

a) Cycle I

1. Action Planning

The first stage of classroom action research is planning. Activities performed during the planning stage include compiling lesson plans to be used during research in accordance with the basic competency standards in (*Permendikbud 146 Tahun 2014 Tentang Kurikulum 2013 PAUD*, 2014), determining the material to be taught, namely get to know translations in English, preparing big book media for activities to introduce English vocabulary, making observation sheets of the researcher and students' activities, and recording vocabulary that students learn at each meeting.

2. Actions Implementation

In this research cycle, implementation may take up to two meetings. The first cycle of action research was carried out using previously created research planning. The implementation cycles I research is described below.

1) First meeting

On Tuesday, May 30, 2023, the first meeting of cycle I was held. At circle time, the English vocabulary introduction activity began at 09.00-09.30 a.m. With materials to help students learn about different modes of transportation in English (such as trains, airplanes, trucks, motorcycles, cars, and ships).

a) The initial gathering

The teacher greets enthusiastically, and asks how the students are by saying "good morning students, how are you today," the students answer, good morning students, I am fine. Next the teacher does apperception to students. The teacher asks about the material that will be taught playing "pat-pat" the teacher says "okay now let's clap the name of the transportation. For example, pat the car- turn right, turn left, go straight, press the horn.

Next, the teacher repeats the same method by inviting students to clap the name of transportation. Next, the teacher invites students to sing about the names of transportation.

Like

Ship-ship-ship Kapal Laut

Train-train- train Kereta Api

Car-car-car itu Mobil

Airplane itu Pesawat

b) Core Activities

The core or central events begin around 09.30-10.20 a.m. The teacher pulls out big book media and invites the students to read the titles in the large book. The youngsters may be seen following the teacher's reading by saying transportation, which the instructor repeats multiple times. The teacher then displays the vocabulary in the large book media and reads it slowly.

The teacher then reads the vocabulary from the big book and clearly pronounces it. Train, airplane, truck, motorcycle, car, ship, ambulance, bicycle, carriage, helicopter, boat, rickshaw, and taxi were introduced in the first cycle of the meeting. However, out of 15 vocabulary items, the teacher only repeats 5 of them several times: train, plane, car, ship, and taxi. Meanwhile, the other 10 vocabulary words were only spoken twice or three times. The purpose is to help students recall the terminology that has been taught to them.

The teacher next asks each student to recite transportation language from the picture shown in the big book, as well as the meaning of the transportation terminology from the picture pointed to. When the teacher asked a student to recite vocabulary from the big book, some students did not listen to their friends, but the researcher kindly asked the students to listen to his friend reciting transportation vocabulary with say "students, please listen to your friend who is pronouncing the transportation vocabulary (train), if the students listen, the student can know what is being said."

However, in cycle I of this first meeting, the researcher did not motivate the students who tended to be passive, the teacher only focused on the students who were just be active. Next, in this core activity, the teacher invites students to play to know each other transportation vocabulary in the big book. With a variety of games like:

1. Match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
2. Circle the same picture in the transportation vocabulary in the big book.
3. Color one of the transportation vocabulary words in the big book.

c) End activities:

The teacher asks questions and answers to students about the vocabulary in the big book and records the vocabulary that students get on the day. As well as asking students' feelings while carrying out transportation vocabulary activities using big book media, and reading prayers at the end of the meeting.

2) Second meeting

The second meeting in cycle I was held on Thursday 1 June 2023. Learning activities started at 09.00 a.m. with the theme of getting to know transportation. At the second meeting the vocabulary that was repeated many times was train, airplane, bus, car, ship, motorcycle.

a). Initial activity:

The teacher enters the classroom with a smile, and invites students to sit in a circle (circle time). Then the teacher greeted with enthusiasm, asking students how they are, and singing about the means of transportation. The teacher conducts apperception with students or repeats the review of some of the vocabulary that has been previously studied by playing guessing the pictures in the big book by their sounds. Next, the teacher conveys the learning objectives to be achieved, namely student know 10 vocabulary words, pronounce transportation vocabulary words correctly, match vocabulary cards, and circle the same pictures.

b) Core activities:

The core activities are carried out at 09-00-10.15 a.m. known as central activities. In this center activity, the teacher invites the children again to read the vocabulary in the big book. By pointing out each transportation vocabulary word slowly and with clear pronunciation. Then the teacher asks students individually to recite the vocabulary transportation words from the picture indicated on the big book. At this second meeting, the teacher was good at motivating and providing support to students who tended to be passive, the teacher prioritized students who tended to be slower in remembering transportation vocabulary.

Next, so that students have more fun in vocabulary recognition activities, the teacher invites children to play to recognize vocabulary with a variety of games, match the transportation vocabulary by drawing lines, circle the same pictures as the transportation vocabulary with colored markers, and color the transportation vocabulary. Before the game starts teacher explain the rules of the game first.

c) End activities:

At the closing activity of cycle 1 second meeting, the teacher only asked questions about the transportation vocabulary that had been studied, and repeated the vocabulary at meeting I. However, at the second meeting of cycle I, the teacher did not ask students' feelings during the play activity of introducing transportation vocabulary through media. big book, the teacher does not provide reinforcement of the knowledge gained by students, also does not inform them about the activities for the next day and does not read the prayer at the end of the meeting. After finishing asking about vocabulary. What the students got at this second meeting; the teacher immediately closed with greeting.

3. Observation of Cycle I Action

Observers conduct observations while the research teacher conducts activity. Table 4.1 shows the outcomes of observations made during the implementation of big book media to improve students' capacity to recognize transportation vocabulary, specifically the teacher's activities in presenting transportation vocabulary using big book media.

OBSERVATION RESULTS CYCLE 1

No	Assessment Aspect	Cycle 1			
		Meeting 1		Meeting 2	
		Yes	No	Yes	No
a. Preparation					
1.	The teacher prepares an implementation plan learning (RPP).	√	-	√	-
2.	Learning objectives are clearly stated in lesson plans.	√	-	√	-
3.	The teacher prepares learning media in the form of a big book.	√	-	√	-
4.	The teacher prepares the classroom setting for learning	√	-	√	-
AMOUNT		4	-	4	-
b. Opening					
5.	The teacher greets enthusiastically	√	-	√	-
6.	The teacher asks the news in English	√	-	√	-
7.	The teacher explores the student's previous knowledge about the material to be taught by playing	√	-	√	-
8.	The teacher conveys the learning objectives to be achieved	-	√	√	-
9.	The teacher invites the students to sing in the language English about transportation.	√	-	√	-
AMOUNT		4	1	5	-
c. Core Activities					
10.	The teacher takes out a big book and invites students to read the title on the big	√	-	√	-

	book.				
11.	The teacher shows the vocabulary transportation on the big book and read slowly.	√	-	√	-
12.	The teacher recites the vocabulary in the big book clearly.	√	-	√	-
13.	The teacher calls the students one by one to come forward in the future recite the vocabulary in the big book and show the vocabulary / pictures that spoken on the big book.	-	√	-	√
14.	The teacher asks the English vocabulary to the student from the picture shown in big book.	√	-	√	-
15.	The teacher asks students to listen friends who are reciting vocabulary words on the big book.	√	-	-	√
16.	Teachers provide motivation / encouragement especially for students who tend to be passive.	-	√	√	-
17.	The teacher invites the students to play to know vocabulary the words in the big book.	√	-	√	-
18.	The teacher explains the types of games	-	√	√	-
19.	The teacher explains the types of games 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.	-	√	√	-

20.	2. Circle the same picture in the vocabulary English in big book.	√	-	√	-
21.	3. Coloring the transportations vocabulary it's in the big book.	-	√	√	-
AMOUNT		7	5	10	2
d. Closing Activities					
22.	The teacher asks questions to the student about vocabulary in the big book.	√	-	√	-
23.	The teacher asks the student's feelings during carry out English introduction activities through the big book media.	√	-	-	√
24.	The teacher provides reinforcement of knowledge what the student gets.	-	√	-	√
25.	Information about tomorrow's activities.	-	√	-	√
26.	Read the prayer at the end of the meeting.	√	-	-	√
AMOUNT		3	2	1	4
TOTAL AMOUNT		18	8	20	6

Table 4.5 Observation results of teacher activities introducing transportation vocabulary using big book media in cycle I.

VOCABULARY RECOGNITION ABILITIES CYCLE I

Aspect Evaluation	MEETING 1				MEETING 2			
	Yes	%	No	%	Yes	%	No	%
Preparation	(F) 4	15.38	(F) -	-	4	15.38	-	-
Opening	4	15.38	1	3.84	5	19.23	-	-
Core Activities	7	26.92	5	19.23	10	38.46	2	7.69
Closing Activities	3	11.53	2	7.69	1	3.84	4	15.38
Amount	18	69.21	8	30.76	20	76.91	6	23.07

Table 4.6 Percentage of teacher activities in vocabulary recognition abilities transportation using big book media in Cycle I.

Based on tables 4.5 and 4.6 above, 26 teacher activities in activities introduction of transportation vocabulary using big book media, during the implementation of the first cycle actions observed by observer at the first meeting, the results of the activities carried out by the teacher in the preparation aspect amounted to 4 or 15.38%, opening activities 4 or 15.38%, core activities 7 or 26.92%, and at the end of activity 3 or 11,53 %. Meanwhile, activities not carried out in opening activities 1 or 3.84%, core activities 5 or 19.23%, and at the end of activity 2 or 7.69%. In Cycle I of the second meeting, the results of the activities carried out by the teacher in the preparation aspect were 4 or 15.38%, opening activities were 5 or 19.23 %, core activities were 10 or 38.46%, and in the final activities were 1 or 3.84%. Meanwhile, activities not carried out by teachers are in core activities 2 or 7.69 %, and in closing activity 4 or 15.38%. Based on this data, the results of observations of activities carried out by the teacher in introducing transportation vocabulary using big book media can be presented in a bar diagram as following:

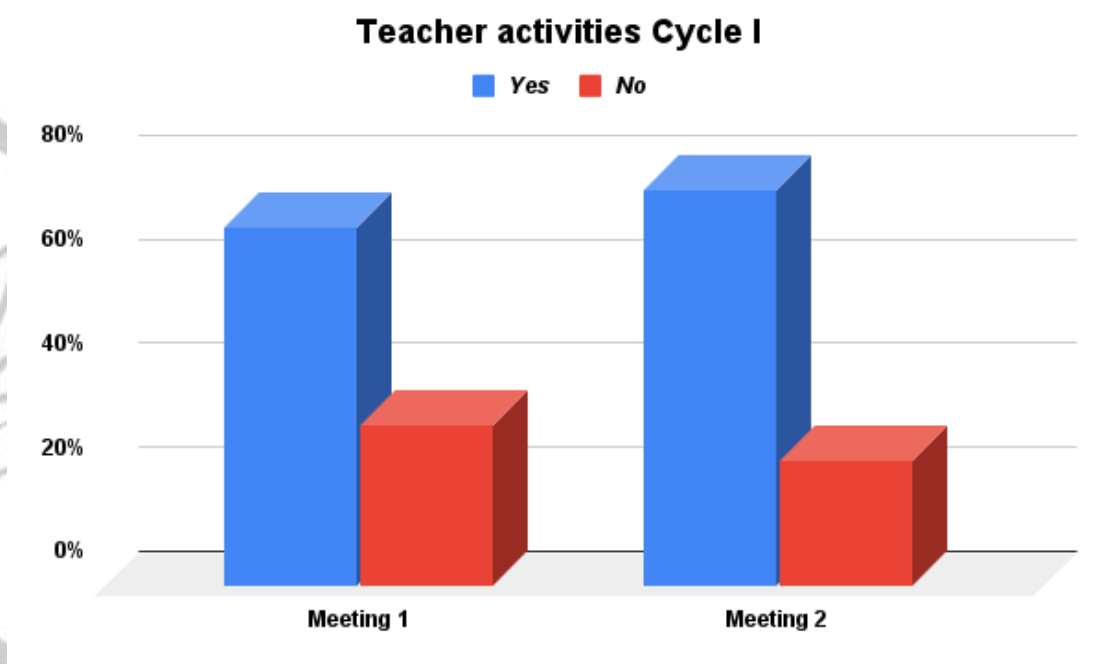


Figure 4.7 Bar diagram of increasing teacher activity in activities introduction of transportation vocabulary using big media book in cycle I

According to the results obtained from tables and bar charts, cycle I found that only 18 or 69.21% of activities were carried out at the first meeting, and 8 or 30,76% of activities were not carried out, while 20 activities were carried out at the second meeting. or 76.91%, and uncompleted activities accounted for 6 or 23.07%. It was discovered that teacher activity increased by 2 from meetings 1 and 2. As a result, teacher activity in cycle I must be increased in the following cycle.

4. Reflection

Reflection is the fourth stage of classroom action research. Reflection aims to review what has been done and what has been obtained from the research, examining the research's weaknesses and strengths. Based on the findings of the analysis of teacher activities during the implementation of big book media to improve the ability of children aged 3-4 years to recognize transportation vocabulary, it is possible to conclude that the results of reflection on the activities carried out in cycle I. The activities carried out by the teacher in cycle I have not yet met the success criteria, the activities carried out by the teacher in cycle I at the first meeting as many as 18 activities, and up to 20 activities at the second meeting. The reflection results show

that there are still many shortcomings in vocabulary recognition and word transportation using big book media in cycle I, as well as in the students' responses. As a result, in the following cycle, research teachers collaborate with colleagues to improve the media and teacher activities.

The following are some of the things that are reflected in Cycle II's actions:

1. Research teachers have not made the best use of big book media.
2. The research teacher is unable to maintain control of the classroom environment.
3. According to research, teachers do not motivate students to love English and do not provide students with knowledge reinforcement.
4. The teacher never calls on students to read from the big book.
5. The provided transportation vocabulary is too difficult for children to read.
6. The teacher does not separate the students into groups.

To overcome this problem, new steps must be implemented in the second cycle to maximize learning outcomes. The provided solution is:

1. Students must always be praised when pronouncing transportation vocabulary from the big book, and their knowledge must be reinforced.
2. Teachers must use big book media more effectively.
3. The teacher calls each student forward one by one,
4. The teacher instructs students to open the big book themselves so that they appear to be reading a real book.
5. The teacher forms groups of students.
6. Transportation vocabulary recognition games must be more entertaining.

b) Cycle II

1. Action Planning

The planning for learning to introduce transportation vocabulary using the big book media in cycle II is planned to be better than before, the research teacher received suggestions and input from colleagues and class teachers both in classroom management and the application of the big book media.

2. Implementation of Cycle II Actions

Two meetings were held to carry out actions in this second cycle of research. Pre-Kindergarten time allocation based on the timetable. The implementation of action research cycle II was carried out using a previously created research strategy.

Cycle II actions are also implemented through beginning, core, and closure activities. The research for implementation cycle II is described below:

1). First meeting

The first meeting in cycle II was held on June 6 2023. Learning takes place from 08.00-09.30.a.m starting with circle time activities. With material about getting to know transportation in English using big book media. In cycle II, this first meeting, the vocabulary that was repeated many times was helicopter, pedicab, truck, boat, air balloon. And other vocabulary words are repeated only 2 or 3 times.

a) Initial activity:

The teacher enters the class by inviting all the students, then the teacher and students form a circle which begins with the song circle time. Next, the teacher greets the students enthusiastically and asks how the students are doing, as well as reading a prayer before studying. The teacher conducts apperception to the students by playing "pat the vocabulary" by showing several pictures of the transportation vocabulary that was given in cycle I. Next, the teacher invites the students to sing means of transportation. After singing, the teacher again asks about the vocabulary in the song. The weakness is that the teacher does not convey the objectives of the learning.

b) Core activities:

The teacher reads the vocabulary in the big book in a loud and clear voice, the teacher looks very enthusiastic. The teacher reads by showing each vocabulary word slowly and ask the students to pay close attention. Next, the teacher asks students in groups to recite the vocabulary in the big book. And called the students one by one to come forward to read the big book. It can be seen that the students really enjoy reading such a large book. Then, the teacher divided the students into two groups, the teacher named the groups star and rainbow, it seemed that the students were very happy with the names of their groups. Next, the teacher invites students to pronounce the vocabulary. The teacher asks the students in the first group or star group to pronounce the vocabulary in Indonesian and the second group or rainbow in English. Then vice versa, teacher ask students in the second group (rainbow) to pronounce Indonesian vocabulary and students in the first group (Star) to pronounce vocabulary in English. It can be seen that the students are very happy and enthusiastic about the method used

by the teacher.

The teacher is very enthusiastic about inviting students to pronounce the vocabulary and read it aloud. The teacher also gives praise and motivation to students who tend to be passive, the teacher raises both thumbs up and gives the students a high five. Next, the teacher invites students to play to get to know the vocabulary in the big book at the activity center. First, the teacher explains the rules of the game, and then explains the variety of games, namely:

1. Match the English vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
2. Arrange the puzzle according to one of the pictures in the transportation vocabulary in the big book.
3. Color the transportation vocabulary in the big book using cotton buds.

d.) End activities:

The teacher asks students questions and answers about the vocabulary in the big book, to record the number of vocabulary words obtained that day, the teacher asks students how they feel, provides reinforcement, informs them of activities. The next day, and read the prayer at the end of the meeting.

2) Second meeting

The second meeting in cycle II was held on June 8 2023. Learning to introduce transportation vocabulary using big book media starts at 09.00 during circle time. With the theme of getting to know means of transportation in English.

a). Initial activity:

It starts with the teacher entering the class and inviting the children to form a circle and sing several songs, then the teacher and students sit down, then the teacher greets them enthusiastically and asks how the students are. In unison the students answered very confidently and bravely.

Then the teacher conducts an apperception of the vocabulary that has been used given by playing "pat-pat", Next the teacher conveys the learning objectives to be achieved, namely that children can pronounce transportation vocabulary correctly, remember 8 transportation vocabulary words, and participate in playing in activities to introduce transportation vocabulary.

a). Core activities:

Next, in the core activity or central activity, the teacher takes out a big book and invites students to read the title and the teacher points to each vocabulary word slowly and clearly, then the teacher asks students in groups to pronounce the vocabulary correctly, and after that the teacher calls the students one by one to come forward to read the big book. At the second meeting the teacher repeated all the vocabulary that had been given from cycle I of the first to the second meeting, and the vocabulary given in cycle II of the first meeting. However, in cycle II of this second meeting, the teacher repeated the vocabulary words truck, plane, bus, bicycle, horse cart. Teachers don't forget to give praise to students. Next, the teacher asks students for transportation vocabulary from the pictures designated in the big book, provides motivation/encouragement for students who tend to be passive. Next, the teacher invites students to play to get to know transportation vocabulary using big book media, by explaining the rules of the game, and the game variations are:

1. Match the English vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
2. Arrange the puzzle according to one of the pictures in the transportation vocabulary in the big book.
3. Color the transportation pictures in the big book using your fingers.

c) End activities:

When closing the lesson, the teacher was very good, namely the teacher Asking students how they felt about knowing transportation vocabulary, it was seen that the students all answered in unison "I'm happy, miss". and finally read the final prayer of the meeting.

3. Action Observation cycle I

Observations are carried out by observers when the research teacher conducts them action. The results of observations during the implementation of big book media to improve the ability to recognize transportation vocabulary in children aged 3-4, namely the teacher's activities in introducing transportation vocabulary using big book media, can be seen in table 4.8 below.

OBSERVATION RESULTS CYCLE II

NO	Assessment Aspect	Cycle II			
		Meeting 1		Meeting 2	
		Yes	No	Yes	No
a. Planning					
1.	The teacher prepares an implementation plan learning (RPP).	√	-	√	-
2.	Learning objectives are clearly stated in lesson plans.	√	-	√	-
3.	The teacher prepares learning media in the form of a big book.	√	-	√	-
4.	The teacher prepares the classroom setting for learning.	√	-	√	-
Amount		4	-	4	-
b. Opening					
5.	The teacher greets enthusiastically.	√	-	√	-
6.	The teacher asks the news in English.	√	-	√	-
7.	The teacher explores the student's previous knowledge about the material to be taught by playing.	√	-	√	-
8.	The teacher conveys the learning objectives to be achieved.	-	√	√	-
9.	The teacher invites the students to sing in the language English about transportation.	√	-	√	-
Amount		4	1	5	-
c. Core Activities					
10.	The teacher takes out a big book and invites students to read the title on the big book.	√	-	√	-

11	The teacher shows the vocabulary transportation on the big book and read slowly.	√	-	√	-
12	The teacher recites the vocabulary in the big book clearly.	√	-	√	-
13	The teacher calls the students one by one to come forward in the future recite the vocabulary in the big book and show the vocabulary / pictures that spoken on the big book.	√	-	√	-
14	The teacher asks the English vocabulary to the student from the picture shown in big book.	-	√	√	-
15	The teacher asks students to listen friends who are reciting vocabulary words on the big book.	-	√	√	-
16.	Teacher provides motivation / encouragement especially for students who tend to be passive.	√	-	√	-
17.	The teacher invites the students to play to know vocabulary the words in the big book.	√	-	√	-
18.	The teacher explains the types of games	√	-	√	-
19.	The teacher explains the types of games 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.	√	-	√	-
20.	2. Circle the same picture in the vocabulary English in big book.	√	-	√	-
21.	3. Coloring the transportations vocabulary it's in the big book.	√	-	√	-
Amount		10	2	12	-

d. Closing Activities					
22.	The teacher asks questions to the student about vocabulary in the big book.	√	-	√	-
23.	The teacher asks the student's feelings during carry out English introduction activities through the big book media.	√	-	√	-
24.	The teacher provides reinforcement of knowledge what the student gets.	-	√	√	-
25.	Information about tomorrow's activities.	√	-	-	√
26.	Read the prayer at the end of the meeting.	√	-	√	-
Amount		4	1	4	
Total Amount		22	4	25	1

Table 4.7 Observation results of teacher activities in introducing transportation vocabulary using big book media in cycle II

VOCABULARY RECOGNITION ABILITIES CYCLE I

Assessment Aspect	Meeting 1				Meeting 2			
	F	%	F	%	F	%	F	%
Preparation	4	15,38	-	-	4	15,38	-	-
Opening	4	15,38	1	3,84	5	19,23	-	-
Core Activities	10	38,46	2	7,7	12	46,15	-	-
Closing Activities	4	15,38	1	3,84	4	15,38	1	3,84
Amount	22	84,6	4	15,38	25	96,15	1	3,84

Table 4.8 Percentage of teacher activity in the ability to recognize transportation vocabulary using big book media in Cycle II.

Based on tables 4.7 and 4.8 above, 26 teacher activities in the activity of introducing transportation vocabulary using big book media, during the implementation of cycle II actions which were observed by observers at the first meeting, the results of the activities out by teachers in the preparation aspect were 4 or 15,38 %. Opening activities 4 or 15,38 %, core activities 10 or 38,46 %, and final activities 4 or 15,38 %. Meanwhile, activities that are not carried out in opening activities are 1 or 38,4 %, core activities are 2 or 7,69% and closing activities 1 or 3,84 %.

In Cycle II of the second meeting, the results of the activities carried out by the teacher in the preparation aspect were 4 or 15,38%, opening activities were 5 or 19,23%, core activities were 12 or 46,15%, and in the final activities were 4 or 15,38%. Temporary the only activities not carried out by the teacher at the end of the activity were 1 activity or 3,84%. Based on this data, the results of observations of activities carried out by the teacher in introducing transportation vocabulary in English using big book media can be presented in a bar diagram as follow:

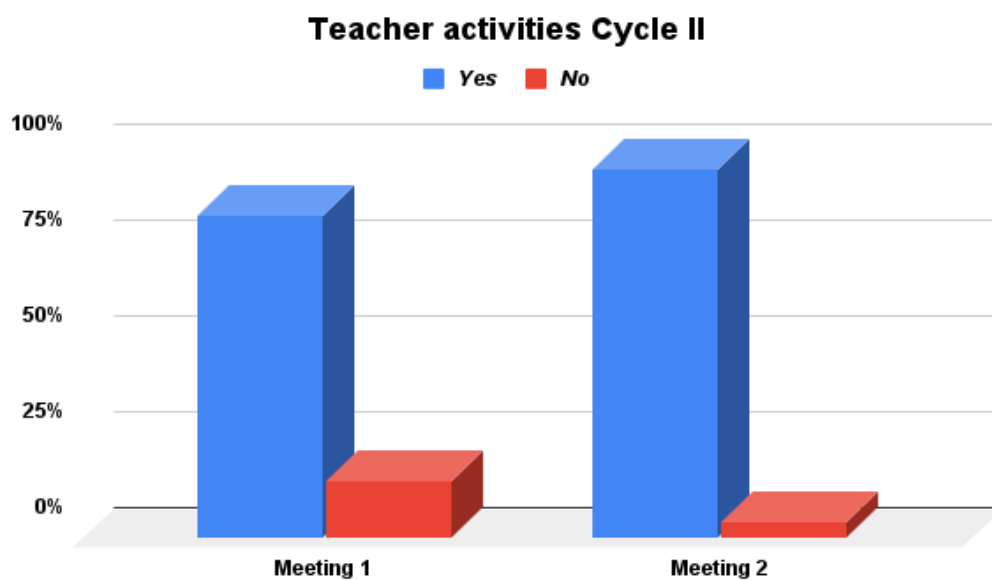


Figure 4.10 Bar diagram of increasing teacher activity in activities introduction of transportation vocabulary using big media book in cycle II.

Based on the results obtained from tables and bar charts, in cycle II of the first meeting, 22 activities were carried out or 84.6%, and 4 activities were not carried out or 15.38%. Meanwhile, at the second meeting, 25 or 96.15% of activities were carried out, and only 1 or 3.84% of activities were not carried out. In cycle II during meetings 1 and two there is an increase in activity by 3. So, the teacher's activities during the introduction of transportation vocabulary using big book media in cycle II meeting 2 have gone according to plan and achieve success criteria. So, there is no need to continue for the next cycle.

4. Cycle II Actions Reflection

Reflection is the fourth stage of classroom action research. The goal of reflection is to go through what has been done and what has been learned from study. According to the findings of the second cycle of research, the teacher's capacity to impart transportation vocabulary through large book media is excellent. The teacher did things in cycle II that were reflected in cycle I. The teacher has asked pupils to read and open the enormous book independently, and has called students one by one to come forward and recite transportation jargon and point to it. The teacher also adds

that students were divided into two groups and given interesting names, namely stars and rainbows, thus Students' reactions improved, and the games provided, such as coloring the terminology in the big book with their fingers and cotton buds, made them happy. In cycle II the teacher also motivates students who tend to be passive a lot, one of which is when the student correctly pronounces the vocabulary designated by the teacher, the teacher gives the student two thumbs up and claps with the student, and reinforces them about the benefits they will get if they are good at speaking English.

4.1.3 Responses of Children Aged 3-4 Years in Vocabulary Introduction Activities Transportation Using Big Book Media.

The results of the reactions of children aged 3-4 years to the activity of introducing transportation vocabulary using big book media.

a. Cycle I

Observations of students' responses were also carried out at the same time as observations of teacher activities during activities to introduce transportation language vocabulary using big book media. The following are the results of student responses. The results of observations of student responses are as below:

OBSERVATION RESULTS CYCLE 2

Name	Meeting 1		Meeting 2	
	Yes	No	Yes	No
SR	7	6	9	4
AS	7	6	8	5
OK	6	7	7	6
AN	8	5	9	4
RR	7	6	8	5
AK	9	4	10	3
AY	11	2	12	1
SJ	8	5	10	2
FB	10	3	12	1
JM	9	4	11	2
KB	11	1	12	1
KG	7	6	8	5
LG	11	2	12	1
KA	11	2	11	2
NQ	10	3	10	3
PS	12	1	12	1
QQ	12	1	12	1
SF	12	1	12	1
LG	10	2	11	2

Table 4.9 Observation results on student responses in the activity of introducing transportation vocabulary using big book media in cycle 1.

VOCABULARY DISTRIBUTION RESULTS CYCLE I

Criteria	Cycle 1			
	Meeting 1		Meeting 2	
	F	%	F	%
Yes	7	36.84	10	52.63
No	12	63.15	9	47.36

Table 4.10 Distribution of students' response results in introducing transportation vocabulary using big book media in cycle 1.

Based on these data, the results of observations of student responses in introducing transportation vocabulary using big book media can be presented in a bar diagram as follows:

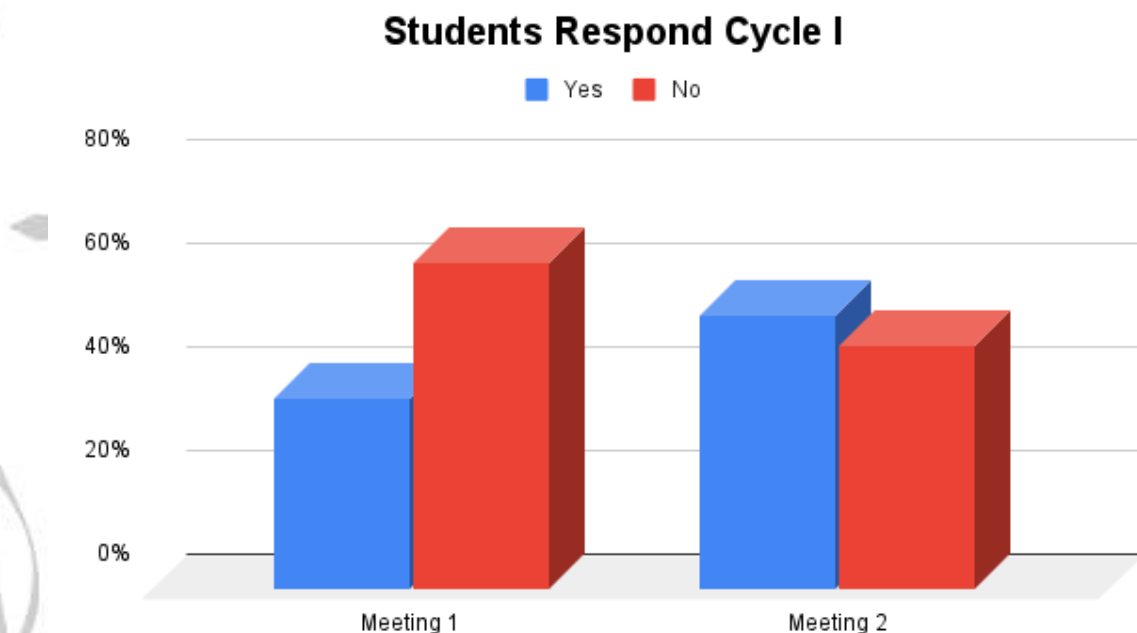


Figure 4.1 Bar diagram of student responses in the activity of introducing transportation vocabulary using big book media in cycle I.

Based on the table and diagram above, students' responses in cycle I, meeting 1 in the activity of introducing transportation vocabulary using big book media, there were students 7 or 36,84 % with the criteria (Yes) and 12 students or 63,15% with the criteria (No). Meanwhile, at meeting 2, 10 students or 52,63 % met the criteria (Yes)

and 9 students or 69,23 % met the criteria (No). Based on the results of the analysis of student responses during activities to introduce transportation vocabulary using the big book media, it still needs to be improved, there are still many students who have not responded when the teacher asks about transportation vocabulary, and not all of the children are involved in the transportation vocabulary games in the big book.

Therefore, it is necessary to improve the implementation of big book media in introducing transportation vocabulary. The teacher works together with colleagues to do it again improvements in cycle I so that student responses in cycle II can be maximized.

b. Cycle 2

Student activity in introducing transportation vocabulary using big book media in cycle II was better than before. In fact, students' responses in cycle II were more enthusiastic than before, students were more enthusiastic in pronouncing vocabulary and playing in introducing vocabulary. students are happy because there is a distribution of group names that students like. Students are also happy because teachers always praise students when they pronounce vocabulary and point out the vocabulary they say, even though sometimes it is wrong that the teacher never scolds students, but justifies the vocabulary in question.

OBSERVATION RESULTS CYCLE 2

Name	Meeting 1		Meeting 2	
	Yes	No	Yes	No
SR	9	5	11	2
AS	8	5	9	4
OK	7	6	9	4
AN	9	4	11	2
RR	9	5	11	3
AK	11	2	12	1
AY	12	1	13	0
SJ	9	4	11	2
FB	11	2	13	0
JM	11	2	11	2
KB	12	1	13	0
KG	8	5	9	4
LG	11	2	13	0
KA	12	1	13	0
NQ	11	2	12	1
PS	13	0	13	0
QQ	13	0	13	0
SF	13	0	13	0
LG	12	1	12	1

Table 4.11 Observation results of student responses in vocabulary introduction activities transportation words using big book media in cycle II

OBSERVATION RESULTS PERCENTAGE CYCLE 2

Criteria	Cycle II			
	Meeting 1		Meeting II	
	F	%	F	%
Yes	12	63,15	16	84,21
No	7	36,84	3	15,78

Table 4.12 Distribution of student's response results in introducing transportation vocabulary using big book media.

Based on these data, the results of observations of student responses in cycle II in introducing transportation vocabulary using big book media can be presented in a bar chart as follows:

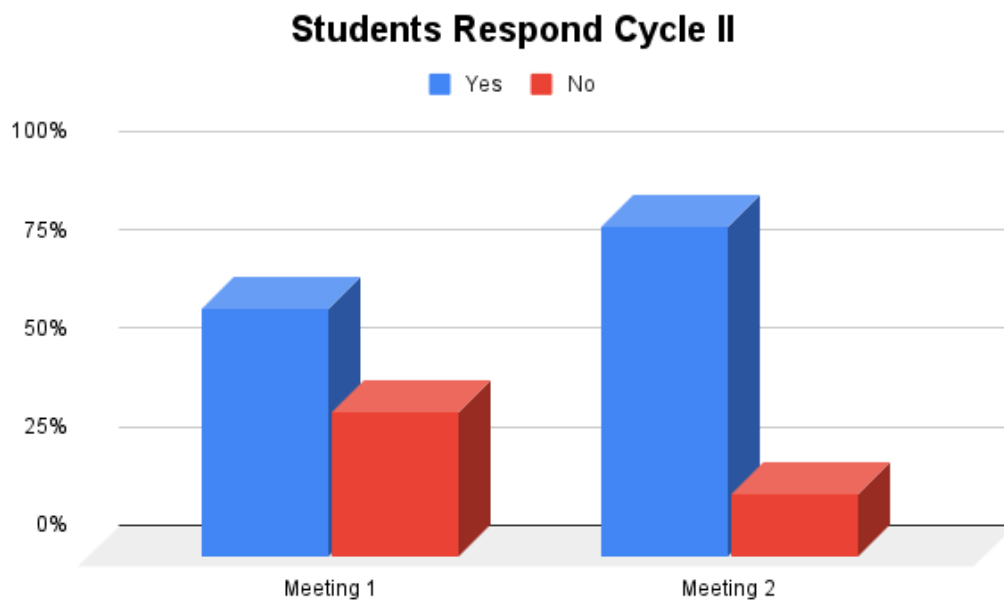


Figure 4.16 Bar diagram of student responses in vocabulary introduction activities transportation using big book media in cycle II.

Based on the table and diagram above, the student responses in cycle II meeting 1 in the activity of introducing transportation vocabulary using big book media were 12 students or 63,15% with the criteria (Yes) and 7 students or amounting to 36,84 % with criteria (No). Meanwhile at meeting 2 there were 16 students or 84,21% with the criteria (Yes) and 3 students or 15,78 % with criteria (No).

2. Discussion

In this research, the researcher tested two approaches to teach vocabulary using big books. In the first implementation, the researcher found that many students were still not active even though in the learning process the big book used contained interesting and bright topics. Big book can help students acquire language very effectively. Students welcome and love the media; they were asked many questions when the big book was placed in front of the class. This practice stimulated their curiosity, encouraging them to answer some of the teacher's questions. They enjoyed the activity very much. However, at the first meeting, some students could not focus when the large book was displayed, and the teacher had to be able to attract their attention. During this meeting, the teacher introduced the very large and colorful book by mentioning several vocabulary items on the theme of transportation enthusiastically. Within the 25 teacher activities in this thesis, only a few could be carried out at the first meeting, and only a few students could focus.

In the second treatment, the researcher found that students were engaged in the learning process through the large, colorful books. The big book used was the same as the one on the first treatment. By looking at the picture, students could provide short responses and asked questions. Children repeated the vocabulary words aloud after the teacher. In addition, the large size of the book made it easier to capture and understand the vocabulary. It was easier for them to remember the names of means of transportation by reading the big book in front of them.

Based on previous researches, some authors found that large volumes encourage interaction between teacher and students in the classroom. As Cameron stated, children create knowledge through interactions with adults (Cameron, 2001). They can learn language by reading stories and asking adults for help. During the treatment process, researchers found that students were engaged because the learning process involved answering the teacher's questions and asking various questions about the big book. This activity shows teacher-student interaction, allowing students to develop their own knowledge. They can learn language by reading stories and asking adults for help. As a result, the use of this big book is very beneficial for children's vocabulary learning. In accordance with the findings of the treatment above, this study

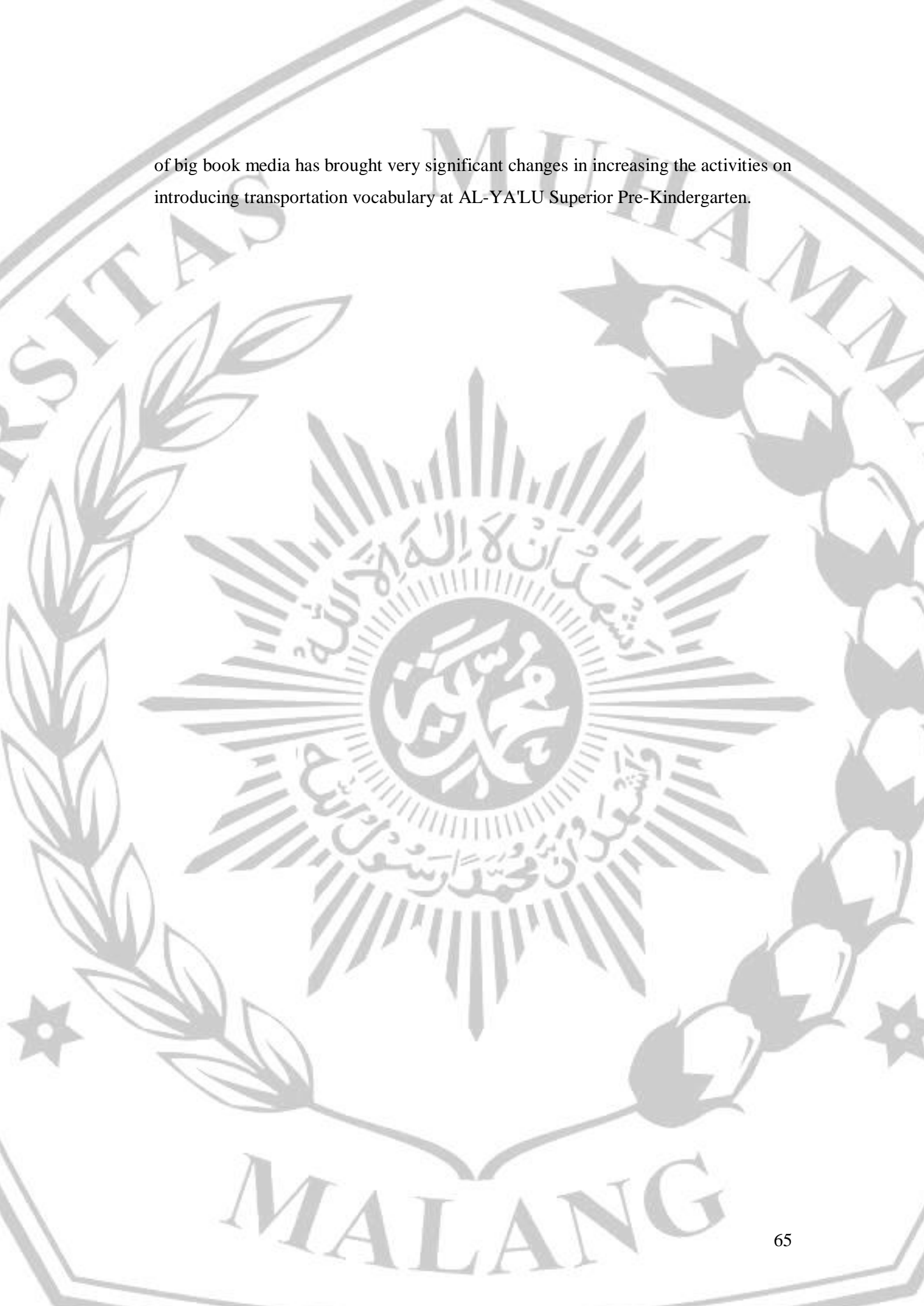
found that teaching transportation vocabulary using big books can increase vocabulary based on the results of the CAR technique. By showing pictures of means of transportation, students know what a plane looks like, how many wheels there are on a motorbike, what the wheels on a bus look like, and so on. In line with these findings, Karges-Bone quoted in (O'Connor, 2006) explained that big books have controlled vocabulary which helps vocabulary learning. Therefore, big books are very useful and helpful in teaching vocabulary to young learners using certain themes.

Explanation of the results of cycles I and II through observation, question and answer, documentation and demonstration using the big book can be described and demonstrated as follows: Based on the results of research and observation of 13 student activities during the activity of introducing transportation vocabulary using big book media in cycle I obtained through observation, were responded by 7 students or 36.84% with criteria (Yes) and 12 students or 63.15% with criteria (No). These data show that in cycle I there were more students who did not respond well to the activity of introducing transportation vocabulary. It appeared that some students were still shy when pronouncing the vocabulary, and some students were less enthusiastic.

After carrying out cycle II, it was discovered that students had responded better. The student's participation had increased during the transportation vocabulary introduction activities using big book media by 16 students or 84.21% with criteria (Yes), and 3 students or 15.78% with criteria (No). Students' responses increased when the teacher gave students the opportunity one by one to read the big book and open it themselves. They were very enthusiastic when the teacher divided them into two groups called stars and rainbows, and looked enthusiastic in pronouncing transportation vocabulary. It was also a fun game to make students happy, especially vocabulary cards that are easier to see.

Overall, in this research, teachers applied 25 indicators which showed that students' ability to recognize transportation vocabulary increased by 92.30%, teacher activity increased by 96.15%, and the students' responses increased by 84.21%. This is in line with the findings of (Santi, 2016), which stated that the use of big books to teach vocabulary in kindergarten is very effective. Likewise, (Indrasari, A., Novita, D., & Megawati, 2018) revealed that the use of big books has a significant influence on students' vocabulary achievement. So, it can be concluded that the implementation

of big book media has brought very significant changes in increasing the activities on introducing transportation vocabulary at AL-YALU Superior Pre-Kindergarten.



E. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the research findings and discussions, it is determined that learning transportation vocabulary through Big Book media can promote vocabulary mastery in AL- YALU Superior Pre-Kindergarten students. The ability of children aged 3-4 years to impart transportation vocabulary using big book media was deemed successful in cycle II. There were 12 students (92,30%) who met the success criteria of developing according to expectations (BSH) and developing very well (BSB). Meanwhile, there were 7 students who were beginning to develop (MB), or 53.84%, and no students who were not yet developing (BB).

There are 26 activities carried out by teachers, accounting for 96.15% of the activities to introduce transportation vocabulary using big book media. These activities can raise student replies by 84.21% and students' ability to recognize transportation vocabulary by 92.30%. Students were able to memorize transportation vocabulary that beyond the completeness they desired to acquire, namely 8 to 10 vocabularies, as a result of the teacher's question and answer as a researcher. This is demonstrated by a rise in the average score and an increase in students' vocabulary mastery. Students become more engaged and eager in participating in student's learning to ask questions when Big Book media is used in their learning. Teachers were also successful in developing effective and enjoyable learning environments.

There are three aspects evaluated in this research are Teacher activity. According to the findings of 26 observations of teacher activities throughout the implementation of cycle I actions, they appear to be less effective. In cycle II, the exercise was deemed very effective and capable of imparting transportation vocabulary utilizing large book media as planned. Cycle II results were better, with the development of teacher activities in each cycle, namely, in cycle I, the teacher only carried out 20 transportation vocabulary introduction activities, or 76.92%, whereas in cycle II, the teacher carried out 25 transportation vocabulary introduction activities, or 96.15%. Student's Responds Set of comments is from students to the practice of introducing transportation vocabulary using big book media. The cycle was successful based on the outcomes of 13 student activities observed by colleagues or as observers

during the implementation of actions in cycles I and II. This is evidenced by the students' joy when reading, pronouncing, and opening the big book themselves, and the students are quite pleased with the vocabulary games provided by the teacher. The growth of student answers in each cycle, for example, in cycle I there were 10 students or 52.63%, but following the implementation of cycle II there were 16 students or 84.21%.

As a result, the implementation of the Big Book as a teacher-made media in increasing students' understanding of transportation vocabulary for children aged 3-4 years at AL-YA'LU Superior Pre-Kindergarten resulted in very significant changes in students' activities in introducing transportation vocabulary.

2. Suggestions

1. Early childhood education teachers can use big book media in activities to introduce English vocabulary according to the theme as an excellent medium for increasing student's activity in the learning process.
2. For schools, it is hoped that the results of this research will later become a reference for providing big book media according to themes for introducing English vocabulary.
3. It is hoped that future researchers can improve this research so that this research can be better for the world of education by using different themes.
4. To parents at home to be more creative in making and using the big book visual media with colorful and attractive pictures to increase interest in learning, especially in learning English vocabulary for children aged 3-4 years.

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APPENDIX

Appendix 1

DAILY LEARNING IMPLEMENTATION PLAN (RPPH) BY USING BIG BOOK MEDIA

Semester/Month	: 2 / May
Day/Date	: Tuesday/ 30 May 2023
Theme	: Recognizing transportation in English language
Age Group	: Playgroup (3-4 years)
Center	: Preparation center
KD	: 1.1, 1.2, 2.5, (3.3 4.3), (3.6 4.6), (3.10 4.10) (3.11. 4.11), (3.15. 4.15)
Cycle/ Meeting	: 1/1

A. Material in Activities

1. Get to know transportation tools in English.
2. Get to know the means of transportation using big book media.
3. Get to know the 10 means of transportation well.

B. Learning Objectives

1. The students can pronounce transportation vocabulary designated in the big book correctly.
2. The student can match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
3. The student can circle the same picture in the transportation vocabulary in big book.
4. The students can recognize transportation vocabulary in big book through coloring games.
5. The students are able to remember 10 transportation vocabulary in big book.

C. Tools and Materials

1. Big book media

2. Transportation image
3. Transportation vocabulary cards
4. Student worksheets.

D. Learning Activities

1. Opening activities/Circle time (08.00-08.30 a.m.)

- The teacher greets enthusiastically.
- The teacher asks the news in English.
- The teacher explores the student's previous knowledge about the material to be taught by playing.
- The teacher conveys the learning objectives to be achieved.
- The teacher invites the students to sing in the language English about transportation.

2. Core/Centra Activities (09.00-10.20 a.m.)

a. Play Environment Footing

- The teacher organizes students play activities
- The teacher takes out a big book

b. Steps Before Playing

- Read a prayer before starting the activity
- Discuss themes
- The teacher explains the rules of the game
- The teacher explains the various games namely:
 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.
 2. Circle the same picture in the vocabulary English in big book.
 3. Coloring the transportations vocabulary, it's in the big book.

c. Footing when playing (Core Activities).

- The teacher takes out a big book and invites students to read the title on the big book.
- The teacher shows the vocabulary transportation on the big book and read slowly.

- The teacher recites the vocabulary in the big book clearly.
- The teacher calls the students one by one to come forward in the future recite the vocabulary in the big book and show the vocabulary / pictures that spoken on the big book.
- The teacher asks the English vocabulary to the student from the picture shown in big book.
- The teacher asks students to listen friends who are reciting vocabulary words on the big book.
- Teachers provide motivation / encouragement especially for students who tend to be passive.
- The teacher invites the students to play to know vocabulary the words in the big book.
- The teacher explains the types of games.

d. Footing After Playing

- The teacher invites the children to tidy up the tools they have used.
- If there is inappropriate behavior, it must be resolved.
- Tell and show students' work.

3. Closing Activities

- The teacher asks questions to the student about vocabulary in the big book.
- The teacher asks the student's feelings during carry out English introduction activities through the big book media.
- The teacher provides reinforcement of knowledge what the student gets.
- Information about tomorrow's activities.
- Read the prayer at the end of the meeting.

DAILY LEARNING IMPLEMENTATION PLAN (RPPH)
BY USING BIG BOOK MEDIA

Semester/Month	: 2 / June
Day/Date	: Thursday/ 1 June 2023
Theme	: Recognizing transportation in English language
Age Group	: Playgroup (3-4 years)
Center	: Preparation center
KD	: 1.1, 1.2, 2.5, (3.3 4.3), (3.6 4.6), (3.10 4.10) (3.11. 4.11), (3.15. 4.15)
Cycle/ Meeting	: 1/II

A. Material in Activities

1. Get to know transportation tools in English.
2. Get to know the means of transportation using big book media.
3. Get to know the 10 means of transportation well.

B. Learning Objectives

1. The students can pronounce transportation vocabulary designated in the big book correctly.
2. The student can match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
3. The student can circle the same picture in the transportation vocabulary in big book.
4. The students can recognize transportation vocabulary in big book through coloring games.
5. The students are able to remember 10 transportation vocabulary in big book.

C. Tools and Materials

1. Big book media
2. Transportation vocabulary cards
3. Transportation pictures to be colored
4. Crayon

D. Learning Activities

1. Opening activities/Circle time (08.00-08.30 a.m.)

- The teacher greets enthusiastically.
- The teacher asks the news in English.
- The teacher explores the student's previous knowledge about the material to be taught by playing.
- The teacher conveys the learning objectives to be achieved.
- The teacher invites the students to sing in the language English about transportation.

2. Core/Center Activities (09.00-10.20 a.m.)

a. Play Environment Footing

- The teacher organizes students play activities
- The teacher takes out a big book

b. Stepping Before Playing

- Read a prayer before starting the activity
- Discuss themes
- The teacher explains the rules of the game
- The teacher explains the various games namely:
 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.
 2. Circle the same picture in the vocabulary English in big book using colored markers.
 3. Coloring the transportations vocabulary.

c. Footing when playing (Core Activities)

- The teacher takes out a big book and invites students to read the title on the big book.
- The teacher shows the vocabulary transportation on the big book and read slowly.
- The teacher recites the vocabulary in the big book clearly.

- The teacher calls the students one by one to come forward in the future recite the vocabulary in the big book and show the vocabulary / pictures that spoken on the big book.
- The teacher asks the English vocabulary to the student from the picture shown in big book.
- The teacher asks students to listen friends who are reciting vocabulary words on the big book.
- Teachers provide motivation / encouragement especially for students who tend to be passive
- The teacher invites the students to play to know vocabulary the words in the big book.
- The teacher explains the types of games.

d. Footing After Playing

- The teacher invites the children to tidy up the tools they have used.
- If there is inappropriate behavior, it must be resolved.
- Tell and show students' work.

1. Closing Activities (10.20-10.40 a.m.)

- The teacher asks questions to the student about vocabulary in the big book.
- The teacher asks the student's feelings during carry out English introduction activities through the big book media.
- The teacher provides reinforcement of knowledge what the student gets.
- Information about tomorrow's activities.
- Read the prayer at the end of the meeting.

**DAILY LEARNING IMPLEMENTATION PLAN (RPPH)
BY USING BIG BOOK MEDIA**

Semester/Month	: 2 / June
Day/Date	: Thursday/ 1 June 2023
Theme	: Recognizing transportation in English language
Age Group	: Playgroup (3-4 years)
Center	: Preparation center
KD	: 1.1, 1.2, 2.5, (3.3 4.3), (3.6 4.6), (3.10 4.10) (3.11. 4.11), (3.15. 4.15)
Cycle/ Meeting	: 1/II

A. Material in Activities

1. Get to know transportation tools in English.
2. Get to know the means of transportation using big book media.
3. Get to know the 10 means of transportation well.

B. Learning Objectives

1. The students can pronounce transportation vocabulary designated in the big book correctly.
2. The student can match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
3. The student can circle the same picture in the transportation vocabulary in big book.
4. The students can recognize transportation vocabulary in big book through coloring games.
5. The students are able to remember 10 transportation vocabulary in big book.

C. Tools and Materials

1. Big book media
2. Transportation vocabulary cards
3. Transportation pictures to be colored
4. Cotton bud

D. Learning Activities

1. Opening activities/Circle time (08.00-08.30 a.m.)

- The teacher greets enthusiastically.
- The teacher asks the news in English.
- The teacher explores the student's previous knowledge about the material to be taught by playing.
- The teacher conveys the learning objectives to be achieved.
- The teacher invites the students to sing in the language English about transportation.

2. Core/Center Activities (09.00-10.20 a.m.)

a. Play Environment Footing

- The teacher organizes students play activities
- The teacher takes out a big book

b. Steps Before Playing

- Read a prayer before starting the activity
- Discuss themes
- The teacher explains the rules of the game
- The teacher explains the various games namely:
 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.
 2. Arrange the puzzle according to one of the pictures in the transportation vocabulary in the big book.
 3. Color the transportation vocabulary in the big book using cotton buds.

c. Footing when playing (Core Activities)

- The teacher takes out a big book and invites students to read the title on the big book.
- The teacher shows the vocabulary transportation on the big book and read slowly.
- The teacher recites the vocabulary in the big book clearly.

- The teacher calls the students one by one to come forward in the future recite the vocabulary in the big book and show the vocabulary / pictures that spoken on the big book.
- The teacher asks the students in groups to pronounce the vocabulary transportation designated on the big book.
- The teacher asks the English vocabulary to the student from the picture shown in big book.
- The teacher asks students to listen friends who are reciting vocabulary words on the big book.
- Teachers provide motivation / encouragement especially for students who tend to be passive.
- The teacher invites the students to play to know vocabulary the words in the big book.
- The teacher explains the types of games.

d. Footing After Playing

- The teacher invites the children to tidy up the tools they have used.
- If there is inappropriate behavior, it must be resolved.
- Tell and show students' work.

4. Closing Activities (10.20-10.40 a.m.)

- The teacher asks questions to the student about vocabulary in the big book.
- The teacher asks the student's feelings during carry out English introduction activities through the big book media.
- The teacher provides reinforcement of knowledge what the student gets.
- Information about tomorrow's activities.
- Read the prayer at the end of the meeting.

DAILY LEARNING IMPLEMENTATION PLAN (RPPH)
BY USING BIG BOOK MEDIA

Semester/Month	: 2 / June
Day/Date	: Thursday/ 8 June 2023
Theme	: Recognizing transportation in English language
Age Group	: Playgroup (3-4 years)
Center	: Preparation center
KD	: 1.1, 1.2, 2.5, (3.3 4.3), (3.6 4.6), (3.10 4.10) (3.11. 4.11), (3.15. 4.15)
Cycle/ Meeting	: 2/II

A. Material in Activities

4. Get to know transportation tools in English.
1. Get to know the means of transportation using big book media.
2. Get to know the 10 means of transportation well.

B. Learning Objectives

1. The students can pronounce transportation vocabulary designated in the big book correctly.
2. The student can match the transportation vocabulary cards by drawing lines according to the picture using the vocabulary in the big book.
3. The student can circle the same picture in the transportation vocabulary in big book.
4. The students can recognize transportation vocabulary in big book through coloring games.
5. The students are able to remember 10 transportation vocabulary in big book.

C. Tools and Materials

1. Big book media
2. Transportation vocabulary cards
3. Transportation pictures to be colored
4. Paint

D. Learning Activities

1. Opening activities/Circle time (08.00-08.30 a.m.)

- The teacher greets enthusiastically.
- The teacher asks the news in English.
- The teacher explores the student's previous knowledge about the material to be taught by playing.
- The teacher conveys the learning objectives to be achieved.
- The teacher invites the students to sing in the language English about transportation.

2. Core/Centra Activities (09.00-10.15 a.m.)

a. Play Environment Footing

- The teacher organizes students play activities
- The teacher takes out a big book

b. Steps Before Playing

- Read a prayer before starting the activity
- Discuss themes
- The teacher explains the rules of the game
- The teacher explains the various games namely:
 1. Match the language vocabulary cards English by drawing lines according to the picture using the vocabulary in the big book.
 2. Arrange the puzzle according to one of the pictures in the transportation vocabulary in the big book.
 3. Color the transportation vocabulary in the big book using finger painting

c. Footing when playing (Core Activities)

- The teacher takes out a big book and invites students to read the title on the big book.
- The teacher shows the vocabulary transportation on the big book and read slowly.
- The teacher recites the vocabulary in the big book clearly.

- The teacher calls the students one by one to come forward in the future recite the vocabulary in the big book and show the vocabulary / pictures that spoken on the big book.
- The teacher asks the students in groups to pronounce the vocabulary transportation designated on the big book.
- The teacher asks the English vocabulary to the student from the picture shown in big book.
- The teacher asks students to listen friends who are reciting vocabulary words on the big book.
- Teachers provide motivation / encouragement especially for students who tend to be passive.
- The teacher invites the students to play to know vocabulary the words in the big book.
- The teacher explains the types of games.

d. Footing After Playing

- The teacher invites the children to tidy up the tools they have used.
- If there is inappropriate behavior, it must be resolved.
- Tell and show students' work.

3. Closing Activities (10.20-10.40 a.m.)

- The teacher asks questions to the student about vocabulary in the big book.
- The teacher asks the student's feelings during carry out English introduction activities through the big book media.
- The teacher provides reinforcement of knowledge what the student gets.
- Information about tomorrow's activities.
- Read the prayer at the end of the meeting.

Appendix 2

GUIDELINES FOR QUESTIONS AND ANSWERS FOR CHILDREN AGED 3-4 YEARS IN TRANSPORTATION VOCABULARY INTRODUCTION ACTIVITIES USING BIG BOOK MEDIA

Student's Name:

Cycle To:

Date and time:

Observer:

1. Q = Researcher: students, what did we see a picture about?

A = student:

2. Q = Researcher: (Child's Name) is coloring what vocabulary?

A = student:

3. Q = Researcher: Please tell me what transportation vocabulary does (Student's name) know?

A = student:

5. Q = Researcher: Which transportation does (Child's name) remember most?

A = student:

6. Q = Researcher: what is this picture (while showing the picture in the big book)

A = student:

7. Q = Researcher: What is the English language for cars?

A = student:

8. Q = Researcher: What picture do you see?

A = student:

9. Q = Researcher: what transportation do we use when we are in the air

A = student:

10. Q = Researcher: What is the English word for kereta api?

A = student:

11. Q = How many wheels does a car have?

A = student

12. Q = What shape are the motorbike wheels?

A = Student

Appendix 3



Figure 1. Big Book means of transportation A3 Paper Size



Figure 2. Learning Activities Using Big Book Media about transportation

Appendix 4

Attachment Of Photos of Research Activities



Appendix 5

Songs that support transportation learning and teaching using the big book.

Ship-ship-ship Kapal Laut



Train-train Kereta Api



Car-car-car itu Mobil



Airplane itu Pesawat

