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THE INFLUENCE OF BIG BOOK AND SYLLABLES READING METHODS TOWARD LANGUAGE SKILL OF KINDERGARTEN CHILDREN

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Abstract

4-6 years are sensitive ages for children, because in the ages children's potential will appear according to the environment in which the children reside. Therefore, the task of the teacher is to develop the children's potential as optimal as possible by providing the environment, particularly in the form of conditions and planned activities in accordance with child's development. Preparing children to enter the formal education world is very important because it will be the basis of child's potentials in order to develop optimally.

One of the child's potentials that really need to be considered is the development of their language. Language acquisition is closely associated with capacity to think. So as to better understand the child's language skills it is necessary to study their capacity to think.

In the view of child development, from the time the child is born until the age of 6 years is the most critical period for child's cognitive development in mastering literacy (listen-read-write-speak). In order to develop reading skills, reading methods for early childhood which are often used are Spell, Sounds, Syllables, Global, and SAS (Synthetic Analytical Structure) method. The use of these methods depends on characteristics of students and teachers' competences.

Reading is a complex activity that involves perception and thought, and one purpose of reading is to develop the capacity to think. The purpose of teaching thinking skills to children is to improve the quality of their thinking to be deeper, more consistent, and more effective.

The ability to think has various dimensions, one of them is critical thinking. The term critical thinking is equated with many other terms such as analytical thinking, logical thinking, creative thinking, higher level thinking, and others. However, all of these terms refer to the capacity of analyzing situations, synthesizing information, or evaluating arguments. Another dimension of thinking abilities is creative thinking which is associated with the ability to explore ideas, sum up the possibilities, and search for the correct answer more than one answer.

Critical thinking and creative thinking are interrelated and both are complementary aspects of the ability to think. Almost all thought involves thinking critically and creatively. One effort to improve critical thinking and creative thinking skills is to teach high-level of thinking or Higher Order Thinking Skills (HOTS). As a basic understanding of high-level thinking skills we can use one of learning domains proposed by Bloom. According to Bloom there are three learning domains, namely cognitive, affective, and psychomotor. Cognitive domain related to the process of human thought. This domain can be utilized to help us create two levels of thinking, namely higher-order and low-level thinking skills.

In Early Childhood Education (ECD), train children to thinking should be done through fun activities and not through the exercises of heavy thinking. One of the fun activities for children and can be used to develop HOTS is telling a story. Story telling is usually equipped with "question and answer" activities conducted before, during, or after the completion of the

story which is delivered by a teacher. On this occasion the teacher asks about the content of the story to check the child's understanding of the story that is being, or has been heard.

Various methods of reading have been used by teachers, but the effectiveness of these methods needs to be assessed in terms of child development because based on child development, from birth until the age of 6 years are the most critical period for cognitive development of children in mastering literacy (listen-read-write-speak).

Language intelligence can be defined as the ability to solve problems, develop problems, and create something using language effectively, both orally and in writing. Intelligence in linguistic means intelligence in using words, and quickly learns to use words just by listening and looking at someone speaking.

Based on the above description, it can be concluded that children's ability to achieve higher order thinking skills can be optimized through fun activities. Therefore, an effort to increase the children's language skill is needed through a model of intervention, so that the children's language development can be developed optimally.

Efforts to develop the language skills of young children, in this study, carried out through Big Book and Syllables method. Efforts are made by considering that syllable method is the most popular method in kindergarten, while Big Book method is a method of joyful reading through playing. Looking at the various phenomena and idealist reality above, it is important to do a research related to those things. Positivistically this research will examine the effect of Big Book and Syllables reading methods on the language skill of children in kindergarten.

LANGUAGE SKILL AND THE PROCESS OF CHILDREN LEARN TO READ

Language skill

Language skill can be defined as the ability to solve problems, develop problems, and create something using language effectively, both orally and in writing. Linguistic Intelligence refers to the ability to formulate thoughts clearly and be able to use this ability competently through words to express thoughts through speaking, reading, and writing. (May Lwin, et.al., 2004). In addition, the relation between thought and speech are very close so that Vygotsky argued that thinking depends on speech, on the means of thinking, and on the child's socio-cultural experience. (Vygotsky in Anita Woolfolk, 2007).

Language skill Components

The core component of language skill involves the ability to manipulate grammar, language sound system (phonology), language meaning system (semantics), the use of language and the rules of language use (pragmatics). Language skill also includes language skill abilities, including listening skills (listening carefully and critically) verbal information, the ability to read effectively, speech, and writing skills.

Language skill Indicators for Children Aged 3-5 Years

Language skill arises from different forms and activities as below. 1) Children love to communicate with others, both with peers and adults with verbal and non-verbal, 2) Children love to tell adults about day-to-day experiences, what is seen and known, 3) Children easily remember the names of friends and family, places or trivial things ever heard or seen,

4) Children love to carry around a book and pretend to read, love a book, 5) Children is easy to say the words, love puns, 6) Children love and pay attention to stories or reading stories read by educators and can retell the story well, 7) Children can predict the content of a story with the help of pictures, 8) Children have a lot of vocabulary showed when the child speaks, 9) Children like to imitate the writing around it and are able to communicate his writings, 10) Children are able to write letters randomly (aged 3-6 years), and write with sound spelling or phonetic (TK A) and write with the majority correct spelling (TKB), 11) Children can use scribbles, shapes or images to communicate ideas and feelings, 12) Children love to read the writing on the labels of electronics-food, home-shop signs, book titles, and so on, 13) Children enjoy a game of linguistics, such as guessing, random letters, and fill in some words into the pieces of a story, 14) Children can write their own names (Early Childhood Indicators of Progress, 2005).

The Process of Child Learn to Read

In principle, children learn to read as an adult reading. In reading, adults using three strategies related to Sentence Structure (Syntactic), Sentence Meaning (Semantic), and Lettering (Graphic). (Heather Gilmour and Don Tyrer, 1990).

Another suggestion about how children read stated by David F. Bjorklund (2005) who argued that there are two approaches (1). bottom - up process, where children learn the language components (letter introduction, letters to sounds relationship) and then interpret it, while the second is top-down process. This approach refers to the constructivist perspective based on the theory developed by Piaget. This approach teaches children by paying attention to children's interests and background knowledge already possessed, which is connected with the information to be learned from given texts. A top-down approach emphasizes the context of a meaningful process that became known as the whole-language approach.

BIG BOOK AND SYLLABLES METHOD

Big Book Method

Big Book Method is a method of learning language on the basis of Whole Language, which is teaching language with emphasis on the whole introduction of language elements (listening, speaking, reading, and writing). The use of this method by Kindergarten Ananda at Indonesia Open University began since 2005. The Big Book's are made in accordance with the themes used in Kindergarten Ananda and adapted to the culture of Indonesia. Learning activities conducted in a comfortable and enjoyable atmosphere. The application of the Big Book was held in a center and Big Book activities adapted to the center so that the activities carried out in an integrated learning in which an activity related to other activities.

Language Learning Based on the philosophy of Whole Language

Teachers, parents, and even children often wondered, why learn a language (listening, speaking, reading and writing) is sometimes so easy but sometimes is very difficult. Outside of school, learn the language is so easy while in school is so hard. All human babies learn to speak in a short time at home and the result is so incredibly good, although without formal teaching. But when they learn the language in school, many children have difficulties especially when they learn written language, although they are studying with a teacher who knows how to use learning material and activities that have been developed seriously and costly.

Learning Reading Paradigm Based on Whole Language

From the description above, we can conclude some learning paradigm that uses whole language philosophy, which is as follows.

- a. Reading is a process of making meaning rather than simply "sound some words". Meaning is created through interactions with a useful and whole writing.
- b. Words are not studied in isolation but in the context of its use. Experience with the words in a social and functional context is very important in the study of words.
- c. Reading and writing are learned through real reading and writing (not through reading and writing exercises). Denny Setiawan in Solehuddin (2005)

Syllables Method

According to Akhadiyah (1992) there are four basic reading methods (beginning), these are Alphabet and Sounds method, Syllables Peeled-Bundle and Words-Letters, Global, and Structure, Analysis and Synthesis (SAS). These five methods are as follows.

Alphabet and Sounds method

The alphabet method is a method of reading used or intended for beginner readers who are just learning to read or recognize letters with the procedure: letters are read in the form of alphabet. Example: Letter a, b, c, d, and so on are read (in Bahasa) [a], [be], [ce], [de], and so on. Sound method is a method of reading that is used or intended for beginner readers who are just learning to read or recognize letters by reading letters in the form of sound.

Syllables Peel-Bundle Method and Words-Letters Method.

Syllables Peel-Bundle Method is a method that is used or intended to teach the beginner reader with the procedure of parse and stringing read syllables. Readings are read in the form of syllables, e.g. (in Bahasa): bo – la (ball), bu – sa (foam), and bu – ku (books).

Syllables are read by the procedure:

- a) Each syllable is parsed or read letter by letter.
- b) Letter by letter is assembled or read into syllables.

Examples (syllables in Bahasa):

bo - la (ball)	bu - sa (foam)	bu-ku (book)
b - o - l - a	b - u - s - a	b - u - k - u
bo - la	bu - sa	bu-ku

Words-Letters Method is a method that is used or intended to teach the beginner reader with the procedure of parse and compose that stringing read words.

Readings are not read in the form of syllables, but in the form of words. For examples, the words (in Bahasa) *topi* (hat), *mata* (eyes), dan *sapu* (brooms).

These words are read by the procedure:

- a. Words are read (parsed) into syllables
- b. Syllables are read (parsed) into letters,
- c. Letters are read (stringed) into syllables,
- d. Syllables are read (stringed) into words.

Examples:		
topi (hat)	mata (eye)	sapu (broom)
to - pi	ma - ta	sa - pu
t - o - p - i	m - a - t - a	s - a - p - u
to - pi	ma - ta	sa - pu
topi	mata	sapu

The equation of the two methods is they use the same procedure, that is parse and ensamble stringing syllables into letters and stringing letters into syllables, while words-letters method parse words into syllables, parse syllables into letters, stringing letters into syllables, stringing syllables into words.

The Difference between Big Book and Syllables Method in Developing Linguistic Intelligence.

Based on these opinions, it can be concluded the difference between Big Book and Syllables method in developing child's language skill as follows.

TABLE 1
The Differences Between Big Book with Syllables Method

No.	Big Book	Syllables
1.	Accordance with whole language approach, children will easily learn the language if he is in a natural setting because language is the expression of feelings and thoughts who are used by children in a real situation. Using Big Book with close storyline to the children, will result natural interaction like when a parent read a story.	Conversely, in a situation that made-up by adults (teachers), language is no longer functioning as an expression of feelings and thoughts of children but the object to be studied. In this case, the children are asked to follow some activities of the teacher setting.
2.	Language is easy to learn by children when the language is presented as a whole so that the meaning can be easily understood by the children	Language is difficult to learn when the language is broken down into its components
3.	When using language, children have a direct contact with the surrounding environment (concrete), therefore children will easily learn the language if he feels what he hears or reads is real.	When learn a not meaningful language, children will be difficult to learn because children have never heard or seen the language before (not concrete).
4.	The attractive elements in terms of meaning and visual appearance, will help children learn the language	When language has no attractive meaning and visual appearance then the child will get bored quickly. Moreover if the text is not

No.	Big Book	Syllables
		accompanied by a visual image.
5.	Language to be learned by children should be in accordance with their needs of everyday lives so that children are motivated to learn.	Language which is not in accordance with children's needs, make children reluctant to learn.
6.	Children will easily learn the language if that language is a part of the events that actually happened in their life (makes sense).	Language outside the context of child's understanding, make the language difficult to learn
10.	Language will be easily owned by children when they use it in everyday life and they are free to choose.	Language difficult to learn if it is imposed by others
11.	Language that children learn should be easily found in their daily life so that the meaning of the language can be completely understood	Language that the child is not easy to find would be difficult to study because the child does not have an example of its use in everyday life.

Syllables - syllables into words.

THINKING SKILLS

Thinking skills is one of the most important areas of the curriculum. Helping children develop and improve the skills is a task of teachers that should not be overlooked because it is a provision for children for facing life later. Philip Adey described thinking as *something we do when we try to solve problems and allows us to take things we know or observe and turn them into new ways of understanding*" (Philip Adey in Debra McGregor)

While the understanding of thinking skills was defined by Matthew Lipman as *many cognitive functions contribute toward the accomplishment of thinking skills that is purposely invited question, task or challenge*". (Philip Adey in Debra McGregor)

Here are the dimensions of critical and creative thinking skills.

Critical thinking

Critical and creative thinking skills are indicators of high-level thinking skills. Development of critical and creative thinking can not be separated from the development of the performance capabilities of the left and right brain that need continuous exercises through learning all subjects in school.

Critical thinking is one of the higher-level thinking processes that can be used in the formation of students' conceptual system. According to Robert Ennis, "critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do" (Robert H. Ennis. Within Gerald M. Nosich, 2009).

The relationship between language proficiency consisting of hearing - speaking-reading and writing with critical thinking, expressed by Anon:

Critical thinking is at the heart of effective reading, writing, speaking, and listening. It enables us to link together mastery of content with such diverse goals as self esteem, self discipline, multicultural education, effective cooperative learning, and problem solving. It enables all instructors and administrators to raise the level of their own teaching and thinking. Anon. in Anita Woolfolk (2004)

Creativethinking

Another dimension of thinking skills is creative thinking. To understand the meaning of creative thinking, firstly we need to understand the meaning of creative. Creativity is making something that did not exist before, either in the form of objects, processes, or ideas.

Creativity of someone can be seen when:

- Find something that has never existed before;
- Find a new process for doing something;
- Reuse existing processes or products into the market/new different situations;
- Develop a new way of view things (bringing new ideas into something that already exists);
- Changing the way of a person sees something.

Creativity does not have to develop something new in the world, but rather develop something new for ourselves. Creativity can be used to make products, processes, and better service for the first time. About creative thinking, Robinson briefly stated that creative thinking is a break with habitual patterns of thought (Robinson in Debra McGregor,) creative thinking can be said thinking outside the box.

Higher Order Thinking Skills (HOTS)

Laurent B. Resnick defined HOTS as follows:

*Higher Order Thinking Skills involve a cluster of elaborative mental activities requiring nuanced judgment and analysis of complex situations according to multiple criteria. The thinker's task is **to construct meaning** and impose structure on situations rather than to expect to find them already apparent.* (Laurent B. Resnick, 1987)

Thus, high order thinking skills will happen when someone links new information with already stored information in his memory and/or re-arrange and develop the information to achieve a purpose or find a solving settlement of a difficult situation.

Thomas dan Thorne said that:

“Higher Order Thinking is thinking on higher level than memorizing facts or telling something back to someone exactly the way it was told to you. When a person memorizes and gives back the information without having to think about it. That's because it's much like a robot; it does what it's programmed to do, but it doesn't think for itself”. (Thomas, A., and Thorne, G, 2009)

High order thinking skill is a skill that can be trained. This is similar to what presented by Resnick that *elements of thinking are clearly teachable* (Laurent B. Resnick,)

According to David R. Krathwohl, high order thinking skill essentially means thinking at higher levels of the cognitive hierarchy. Bloom's Taxonomy is a hierarchical arrangement that is

widely accepted by people, and can be seen as a continuous thinking skills starting from the level of thinking "remember" up to the level of thinking "create" (David R. Krathwohl, 2002)

Benjamin Bloom created taxonomy and later was revised by David R. Krathwohl for categorizing level of questions abstraction commonly arise in the world of education. The taxonomy provides a useful structure to categorize the questions on a test.

TABLE 2
Questions Categories Based on Thinking Level Skills

Competencies	Show Up Skills
Remembering	• Observing and remembering information • Knowing date, event, place • Knowing main idea • Knowing given learning material • <i>Guidance for asking questions:</i> Make a list, mention, tell, describe, identify, show, give it a name, collect, tabulate, and so on
Comprehension	• understand information • capturing the sense of • translate knowledge into new context • interpret facts, compare, distinguish • sort, classify • predict the consequences • <i>Guidance for asking questions:</i> Summarize, explain, interpret, compare, predict, connect, distinguish, estimate, discuss, expand.
Application	• using information • use methods, concepts, theories in new situations • solve problems using knowledge and skills required • <i>Guidance for asking questions:</i> Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, connect, should change, classify, try, find
Analysis	• see patterns • organizing the parts • recognize the hidden meaning • identify the components • <i>Guidance for asking questions:</i> Analyze, separate, sort the, explain, connect, classify, arrange, divide, compare, select, explain

Competencies	Show Up Skills
Evaluation	•comparing and contrasting ideas •assess the value of a theory, presentation •make choices based on reasoned argument •verify value of evidence •recognize the subjectivity •<i>Guidance for asking questions:</i> Assess, decide, sort, assess, test, measure, make a recommendation, make, choose, decide, explain, distinguish, support, conclude, compare, summarize
Creation	•use old ideas to create new ones •generalize the facts given •connect knowledge from several areas • predicting, making inferences •<i>Guidance for asking questions:</i> Combine, integrate, modify, adjust, replace, plan, create, design, find, what if?, compose, formulate, prepare, generalize, does not it by writing back

Six categories in the opinion of Newcomb & Trefz can be divided into 2 categories: Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). "The LOTS portion of the examination was made up of remembering and processing items; HOTS scale contained the items at the creating and evaluating levels of learning" (Edwards, M. Craig & Briers, 2002)

THE INFLUENCE OF BIG BOOK AND THE SYLLABLES READING METHOD TOWARD

LANGUAGE INTELLIGENCE OF KINDERGARTEN CHILDREN

Research Method

The method used in this study is the experimental treatment by the level of 2x2. The methods of experimental treatment by a 2x2 level is one way to see a causal relationship between two or more variables by giving treatment to the experimental group and then compare it with the control group. Mohamad Ali described that, experimental research is an experiment activities to examine an event that appears in certain conditions, and any appearance of the events observed and controlled as carefully as possible so it can be figure out a causal relationship of the appearance (Muhammad Ali, 2010)

The reason using the experimental treatment method by level of 2x2 is that this research aims to obtain empirical data on the effect of reading method and thinking skills toward intelligence language of early childhood. Thus the researchers wanted to investigate the causal

relationship between thereadingmethod and thinking skills with the intelligence language of children by giving treatment to the experimental group and compared it with the control group.

RESEARCH DESIGN

This study used a treatment design by level 2x2 because there are two independent variables that affect one dependent variable, that is the method of reading and thinking skills as independent variables and language skill as dependent variable. In the design, each of the independent variables are classified into two sides, includes action variable that is reading methods(A) are classified into the Big Book Methods(A1) and Syllables Method (A2). Whereas moderator variables that is thinking skills(B), are classified based on high and low level into high-level thinking skills(B1) and low-level thinking skills(B2). (McDavitt in King,*et al*, Dallas:Cala.fsu, 2005, h.12). Based on these explanations, the design can be seen in the following table.

TABLE 3
Design of Experimental Treatment by Level 2x2

Method Thinking Skills	<i>Big Book</i> (A1)	Syllables (A2)
High Level (B1)	A1B1	A2B1
Low Level (B2)	A1B2	A2B2

Note:

- A1B1 : Groups of children with high-level thinking skills that learned with Big Book reading method
- A2B1 : Groups of children with high-level thinking skills that learned with Syllables reading method
- A1B2 : Groups of children with low-level thinking skills that learned with Big Book reading method
- A1B2 : Groups of children with low-level thinking skills that learned with Syllables reading method

Population dan Sampling Technique

Population

The affordable population in this study is group B kindergarten in District Setu Academic Year 2013/2014, amounting to 578 children in 34 classes spread in 17 kindergarten. While the not-affordable population of the entire group are group B kindergarten in South Tangerang, amounting to 10 234 children in 602 classes spread in 298 kindergarten. The subjects of this study using the children in class B, because in fact 4-6 years old children beside having developmental aspects and certain developmental tasks, also has distinctive characteristics on cognitive development, especially the development of brain function where the brain development of children at age 5 years has reached 85%. Based on that, it is necessary to optimize all potential of the children including the ability to think and language intelligence through reading method, so their ability can be optimized in line with the stage of development.

Sampling Technique

Samples are determined by the following stages:

- (1) Determining the kindergarten for the conduct of research purposively.

This determination is made by taking into account the characteristics of kindergarten with a commonality that can influence language intelligence, such as the quality of teachers, curriculum, reading methods, infrastructure, and social and geographical environment of the school.

In addition, the researcher also paid attention to family characteristics, such as parental educational background, and socio economic status of the family. Based on these characteristics there are seven kindergartens that meet predetermined characteristics.

- (2) From the seven selected kindergartens, based on the criteria, have been set out two kindergartens. Determination of both kindergartens has been done randomized, that was by lottery. From some kindergartens located in the District Setu have been chosen two kindergartens: Hikari Kindergarten with the number of children by 45 children and Bakti Atomita kindergarten with the number of children as many as 44 children with total sample of 89 children. Each school will be determined whether experimental class or control class.

TABLE 4
Distribution by Grade Level

Method (A) Thinking Skills (B)	Big Book (A1)	Syllables (A2)	Total
High level (B1)	n = 16	n = 16	32
Low level (B2)	n = 16	n = 16	32

Total	32	32	64
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TABLE 5

Treatment Given to The Experiment and Control Groups

	Treatment activities	Experiment group	Control group
		<i>Big Book</i> Method	Syllables Method
1.High level thinking skills 2.Low level thinking skills		Improving linguistic intelligence by using Big Book Method in some levels 1) Pre-reading activities a. Introducing components of Big Book such as front cover, pages, top and bottom, back cover, and how to open the book correctly b. Showing front cover, creating conducive situation for discussion among students in which they give comments to illustration and words printed in front cover. c. Teacher loudly reads book title, author's name, and ask the children to predict the story of the book by looking at and considering title and illustration in front cover d. In every chance teacher asks a question to children in the range from remembering until creating questions 2) Reading story activities	Improving linguistic intelligence by using syllables method in some levels: 1) Pre-reading activities a. Preparing media b. Introducing objects 2) Reading activities a. Words are read (stringed) become syllables b. syllables are read (parsed) become letters c. Letters are read (stringed) become syllables d. Syllables are read (stringed) become words e. Teacher gives opportunity to children to ask questions e. In every chance teacher asks a question to children

	Treatment activities	Experiment group	Control group
		<i>Big Book Method</i>	Syllables Method
		a. Teacher reads the story continuously from the first page until the end. b. Teacher can choose a page to stop and ask children to predict the story in the next page, and adds explanation to the story and illustration at the chosen page c. Teacher reads the story with passion, with good expression and intonation. d. Teacher can ask questions in every chance to the children begin with remembering until creating questions 3) Re-reading activities a. Activities are conducted by repeating the story page by page, teacher point out the words and says it loudly and clearly b. Teacher asks comments from the children and he can stop at the chosen page for giving the children opportunity to remember and guess next step. c. Teacher in every chance asks a question begin from remembering until creating questions 4) After reading activities a. Teacher discusses key words in the story with the children and helps the	in the range from remembering until applying questions 3) After reading activities e. Teacher discusses learned words with the children and helps the children associate one concept with another. In this level teacher uses questions in the range from remembering until applying questions 4) Closing activities In this activity teacher asks the children to do some creative activities, likes: guessing words game, bold letters, preparing letters, fill in the missing word, coloring pictures, cutting, folding, sticking, playing drama, pantomime, mimic characters, finger painting, playing sand, painting, putting up numbers / names on the pictures, arrange geometric shapes,

	Treatment activities	Experiment group	Control group
		<i>Big Book Method</i>	Syllables Method
		children associate one concept with another. b. Teacher asks questions in the range from remembering until creating questions. c. Teacher together with the children re-read the story d. Teacher gives headline to the way how to read correctly and make corrections to the children's reading with joyful ways 5) Closing activities In this activity teacher asks the children to do some creative activities, likes: guessing words game, bold letters, preparing letters, fill in the missing word, coloring pictures, cutting, folding, sticking, playing drama, pantomime, mimic characters, finger painting, playing sand, painting, putting up numbers / names on the pictures, arrange geometric shapes, etc.	etc.
	Treatment giver	Teacher and researcher	Teacher and researcher
	Time	12 times@ 35 minutesat the beginning of activities	In accordance with daily activities

DISCUSSION OF RESEARCH FINDINGS

By using descriptive analysis, it was obtained that an average score of linguistic intelligence of children that follow reading activities by using Big Book method is different from the scores of children who took part in reading activities by using Syllables method, respectively 155.97 and 146.66. This is supported by inferential analysis that states there is a difference between language skill that follow the reading activity using Big Book and Syllables Method. Judging from the magnitude of the average scores generated by these two methods, it can be said that the Big Book method produced higher language skill scores than the Syllables method. Thus, overall the Big Book method is much more effective than the Syllables method in improving language skill, especially for they who are the subjects in this study.

These results reinforce the research result conducted by Connie and Cecilia (2000) which concluded that there are differences in language skills of children aged 4-6 years, between a class with someone reading books to the children and more opportunity for them to write than a class that less someone reading books to the children and less opportunity for them to write.

ANOVA calculation results showed that language skill of children who followed reading activities by using the Big Book method is higher than the language skill of children who attend reading activities by using Syllables method. Thus, there is the effect of the application of the Big Book method and Syllables methods toward language skill of children.

In addition, this study also tried to assess, by observation, of how large the extent of improvement of the child's language ability in a group of children who used the Big Book method. It also proves the opinion of M. Smith Cohran in his book "Reading to Children: A Model for Understanding Text" that is argued that the use of the Big Book develop kids' basic skills in all aspects of the language namely speaking, listening, reading and writing.

Based on observations in the field that was continued by assessment to know the use of the Big Book method in improving language skill, data showed that in the two schools, the group of children who use the Big Book, their language skill significantly developed.

Their language skill that consists of listening, talk (retelling), reading (arranging word cards) and write, showed there was an increase in the results of initial assessment with the assessment results after the action. Observations were carried out for 3 weeks or 12 times by using sequentially 3 Big Book with the Title Watching Circus, Due Rido is Lazy and Mr. Diran's Garden. Observations were carried out using the following symbols.

O = unable

✓ = able with help

• = able

The result showed that there was an increase in the intelligence of the child's language on aspects of listening (listening) talk (retelling), read (arranging word cards) and writing.

Deviation standard produced by the Big Book and Syllables Method are respectively 5:03 and 8:43, the figure shows that the Big Book method produces a smaller deviation standard than the Syllables method. It can be interpreted that language skill scores generated by the Big Book method has a more homogeneous variation of value than the Syllables method.

In the group with high thinking skills, through descriptive statistical approaches provides the difference in average language skill scores between the group of children with the Big Book reading method and the group of children treated with the Syllables reading method. The

magnitude of the average score were 156.81 and 145.81. Both differences descriptively indicate they are different.

The results of hypothesis testing strengthen the difference, namely there is a difference between the language skill of children who were given the Big Book method and the children who were given the Syllables method. Thus it can be said that, for children with higher thinking skills, the Big Book method is better than the Syllables method in improving language skill.

The results of this hypothesis testing is in line with the results of research conducted by Bridget A. Walsh (2006) that teachers who are always trying to improve thinking skills by asking questions while the children reading a book in accordance with the children's level of ability to think, the more vocabulary of the children than they who read on their own.

TABLE 6
Language skill Score

Method		<i>BigBook</i> (A1)	Syllables(A2)	Σ
Thinking Skills				
High level (B1)	Average	159.44 ↘	154.19 ↘	156.8 ↘
Low level (B2)	Average	152.50 ↘	139.13 ↘	145.82 ↘
Σ	Average	155.97 ↘	146.66 ↘	151.31 ↘

Based on the table it can be concluded that the average of language skill score of children who followed reading activities with the Big Book with a high propensity high order thinking skills was higher than the group of children who attend the Syllables method with high order thinking skills (159.44 > 154.19).

The average language skill scores of children who attend reading activities with the Big Book with a tendency to have high thinking skills was higher than the group of children who follow the reading activities with the Big Book method with low thinking skills (159.44 > 152.50).

The average language skill scores of children who attend reading activities with Syllables Method with a tendency to have low thinking skills was lower than the group of children who follow reading activities with the Big Book method with low thinking skills(139.13 <152.50).

The average language skill scores of children between lines for high thinking skills and low thinking skills showed diversity, high thinking skills, was higher than low thinking skills. (156.8>145.82).

The average language skill scores of children between columns, the Big Book method was higher than Syllables Method (155.97>146.66).

CONCLUSION

In general it can be concluded that, using the Big Book method can improve language skill of children. In order to obtain the optimal language skill, the thinking skills should be considered. For children who have high thinking intelligence, the Big Book method gives a higher language skill than the Syllables method. However, the results of this study also showed that for children with low levels of thinking intelligence, Big Book method gives a higher language skill than Syllables method. Thus, the Big Book method for both categories of thinking skills, i.e. high and low-level, the result is still better than the Syllables method.

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