

Motivation for Learning English Early Childhood Through Storytelling Method Using e-Big Book media

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ABSTRAK

Motivasi belajar bahasa Inggris adalah kondisi yang muncul dalam diri seseorang untuk melakukan kegiatan belajar terutama bahasa Inggris untuk menambah kosakata dan tercapainya tujuan belajar. Meningkatkan motivasi belajar bahasa Inggris harus dibelajarkan berpusat pada anak, akan tetapi pembelajaran masih berpusat pada guru dengan menggunakan metode ceramah. Oleh karena itu penelitian ini bertujuan menganalisis penggunaan metode bercerita berbantuan media *e-big book*. Penelitian ini adalah penelitian semu dengan rancangan *non-equivalent control grup design*. Populasi penelitian ini adalah seluruh anak kelompok B 456 anak. Sampel diambil menggunakan teknik *cluster random sampling*. Sampel terdiri dari 25 pada kelas eksperimen dan 22 pada kelas kontrol. Pengumpulan data menggunakan metode non test dengan observasi. Data yang diperoleh dianalisis Uji- t. Hasil analisis data diperoleh diperoleh $t_{hitung} = 10,73$, sedangkan pada taraf signifikan 5% dan $dk = 45$ diperoleh nilai $t_{tabel} = 2,003$ sehingga $t_{hitung} = 10,73 > t_{tabel} = 2,003$. Jadi, penggunaan metode bercerita berbantuan media *e-big book* berdampak terhadap motivasi belajar bahasa Inggris. Penelitian ini membantu guru menambah referensi terhadap media pembelajaran yang dapat digunakan.

ABSTRACT

English learning motivation is a condition that arises in a person to carry out learning activities, especially English, to increase vocabulary and achieve learning goals, but the learning process was still focused on the teacher and used lecturing method. Therefore, this research aimed to analyze the use of storytelling methods based on *e-big book* media. This research was a quasi-experimental research with nonequivalent control group design. The population of this research was group B which was consisted of 546 children. The samples were taken by a *cluster random sampling* technique. The sample consisted of 25 students in the experimental group and 22 students in the control group. Data collection was done by using a non-test with an observation method. The data were analyzed by using t-test. The results of data analysis were t-count = 10,73 at the 5 % significance level and $dk = 45$, t-table = 2,003 t-count = 10,73 > t-table = 2,003. So, the use of storytelling methods based on *e-big book* media would have an impact on English learning motivation. This research helps teachers to add references to learning media that can be used.

Introduction

The way to improve human quality resources is through education because good education can improve the ability to deal with environmental changes (Suratini, 2017). In human life, education is one of the most important factors, because through education the creation of future generations, people who have broad insights and are expected to be able to provide change for a nation. Students will be able to develop all their potential if education can support development in the future because education has an important role in the learning process. Arsyad (2013) states that students can adjust to their environment and provide changes in themselves and have a positive effect on social life, education is a process that affects it. Hikmah and Gunawan (2016) state that education starts at an early age, namely early childhood education. An education that provides stimulation for the children's growth and development by increasing all creativity and potential in children so that children have a readiness to enter further education and the implementation of education starts from 0-6 years, called early childhood education. Andriyani, Mahadewi, Tirtayani (2016) state that the growth and development process of early childhood is very fast that children can interact with the environment because children have a great curiosity. This will cause a lot of questions to arise in children about things that have been seen and things that are not yet known by the child.

Socializing and interacting with friends needs to use language to communicate. Language is very important and fundamental to children's development. (Sudiarta, 2018) states that language skills are very

important for the children in pre-school to interact socially with the surrounding environment because language is a basic ability for children and must be mastered, one of them is English. Trisnanti, Tirtayani & Putra (2018) stated that early childhood is a golden age, so English was introduced to children from an early age because at this age everything is easily absorbed by children quickly. The curiosity of early childhood is very high, so the child wants to understand something new so that the child's curiosity is fulfilled. Emda (2017) argues that to achieve optimal learning outcomes requires teacher creativity in arousing student motivation. So that children can achieve the desired goals needed motivation to learn. Learning motivation has an important role for a child, especially for improving the quality of education.

Sadirman (2012) states that the factors originating from a person's condition are non-intellectual, its learning motivations. Sulistyono (2016) argues that students who have high motivation will have a lot of strength, tenacity, ability to face obstacles, and difficulties to achieve goals and attitudes. Performing a variety of activities in learning, students feel excited and happy to learn, give direction, and guarantees the continuity of learning activities so that the expected activities are achievable, called learning motivation. To encourage students to learn and achieve the desired goal is very necessary motivation to learn. According to Rahmat (2018), the form of behavior that reflects learning motivation, a) running errands; every individual who can work continuously at a specified time is called diligent in carrying out the task. Children who can deal with a task if they complete or do well and can properly be said to be diligent children, b) every time there is a tenacious difficulty facing it; someone who does not give up easily and despair can be said to be tenacious in facing difficulties. In dealing with learning difficulties the attitude of not giving up is very important for children., c) every time a problem arises shows an interest in dealing with it. To show their interest in various problems as social creatures, children must have their ways of solving problems. Teachers must have a complex attitude in dealing with the problem so that children also have a variety of ways to solve the problems they face.

Uno (2008) suggests a form of behavior that shows student learning motivation, a) the desire to succeed, and a high desire. To understand the material and get high grades in their learning activities, children must have strong desires and high desires, b) the need and encouragement in learning. In learning activities, children feel happy and have a sense of need. c) The existence of ideals and hopes in the future. Regarding the material being studied, the child will continue to learn to reach their goals and hopes, d) there will be gifts and awards if the child succeeds. A gift of appreciation from the teacher or the people around him for the success he has achieved will motivate the child. Based on the opinion above, it can be concluded that the form of behavior that reflects learning motivation is tenacious in doing the task, showing interest, always paying attention, enthusiasm, and the desire to succeed.

Several factors affect learning motivation according to Latipah (2012), a) interest, a form of intrinsic motivation that exists in students who can do a task, and have a positive effect such as pleasure and excitement called interest. If a student has already studied about the desired topic, there will be an interest and enthusiasm for learning, if a student already has an interest in providing additional knowledge, b) goals are largely directed to human behavior. Good achievement in school is the students' goals. Achievement is goals that are closely related to learning such as the purpose of understanding the material to acquire new skills and knowledge to present themselves as competent people. Meanwhile, according to Candra, Harini & Sumirta (2017) motivation has several factors: a) the presence of dangers of the surrounding environment such as noise and chaos, the pressure from parents, and teachers are factors that influence motivation called factors originating from the environment. b) the hope of an individual to achieve his goals and objectives is a factor that comes from within the individual. Feelings that exist within a person and also the desire of someone who motivates him to achieve the goals called emotions where emotions affect motivation, c) goals that can originate from within the individual, and can also come from outside the individual or the value of an object. Satisfaction in a job and one's responsibilities in carrying out their obligations, while rank, status, and honor are factors outside the individual's self. Based on the opinion above, it can be concluded that several factors influence learning motivation, factors that come from individuals, motivation from oneself, and environmental factors that come from families.

The reality condition is different from what is expected, the learning process still uses media, the teacher still uses the lecturing method, the teacher rarely utilizes the media available at the school which is a projector, so that the child feels bored with monotonous learning. These conditions make children feel bored, and the learning process becomes meaningless. Based on observations and interviews conducted at various schools in PAUD Gugus Anggrek Kuta Utara which will be the research location, educators often find children less active in learning, low enthusiasm for children to participate in learning, children do not focus in learning, due to the use of learning methods in the classroom still use lecturing method. The results of this observation also supported by Aulina (2018) the lack of motivation of children in learning caused by several factors: (1) Lack of teacher creativity in the selection of learning methods that appropriate to the characteristics of students. (2) While in terms of children, when the teacher explains about sub-themes, only a few children pay attention, especially children who sit in the front row. (3) Some children play with friends next to them and some are quiet

but do not seem to listen. (4) Some children do not complete the task. (5) It seems that children are not enthusiastic. (5) The results of children's learning motivation have not reached the level of the results of the actions set by the researchers, the achievement of motivation in learning for children 33% or 6 children out of 18 children so that children is still lack learning motivation. If this is allowed, the teacher still uses the lecture method and has an impact on children's learning motivation. then the impact obtained by children will arise boredom and lack of interest when the teacher will teach, decreased enthusiasm in learning, the results obtained by children are less effective in learning that is being followed. In the learning process, the teacher needs to use learning media that attracts children's attention by using the method of storytelling.

Fadillah (2014) states, storytelling is a method used through speech and expressions carried out by the teacher to tell an event or incident to the child. Storytelling is a method that can help children know the message contained in a story and understand the contents of the story. Storytelling is a method of learning by telling interesting oral stories so that children are interested in learning and can provide a pleasant learning experience for children. Teachers must tell stories that cannot be separated from educational goals and contain moral messages Kurinawati, Tirtayani, Darsana (2018). Agusniatih (2019) states that there are several advantages in storytelling, a) storytelling does not require a large enough place only requires a place where children can listen to the story being told because storytelling can reach a relatively higher number of children, b) the use of storytelling can do anytime. The teacher can utilize the available time effectively and efficiently such as time waiting for school hours the teacher can give stories to children so they are not bored, c) the teacher is easier to provide learning to children and can understand the class because in this case children just sit listening to the story being told, so the teacher is freer, d) telling stories usually uses storybooks prepared by the teacher as the media, storybooks have been provided by the school, they do not require a lot of money and can save costs.

Latif, et al (2013) In storytelling there are several ways or steps that must be done by the teacher, a) book selection is the most important thing in storytelling activities, the selected book must be in accordance with the objectives and themes in learning to be given, b) media or books used should not too long, good and correct language and use a large font, so it can be seen and easily understood by children, c) when giving stories to children the position of the book must face the child, so the child knows the contents of the story and can see interesting pictures in the book. Many studies have been conducted among others, by Ernayanti, Pudjawan, Mahadwi (2017) the use of the method of storytelling to improve children's listening abilities. Research conducted by Nyoman, Suadnyana, and Made Putra (2019) The use of storytelling methods to improve children's moral abilities.

According to Mawardi, Iriani, Daryati (2019) Learning media used to convey learning messages, so the learning process is reached in the classroom needs appropriate solutions for problem-solving. Along with the development of the era to meet the needs of simple media, the electronic design is used. Many studies using electronic media, Syarah, Yetti & Firdani (2018), state that an increase in electronic comic media can improve understanding of marine conservation in early childhood. Opinion from Noge (2018) The use of electronic media based on e-flash cards can increase the activity and learning achievement of junior high school students. One of the electronic media implemented by researchers is the e-big book media. Media e-big book is an electronic design media illustrated storybook and classified as a fairly new media that has special characteristics large enough both in terms of writing and picture story filled with interesting pictures and colorful colors so that children understand better, then this media is used to teacher and child storytelling activities become more fun. Media e-big book is packed with learning activities that cover the entire learning process that can increase children's memory, so the learning process becomes more useful. Media e-big book has a difference with the big book media difference, namely the appearance of the e-big book media is made like a big book display contains one page with a larger presence than the normal size of other books, because this media is used with a projector or a large screen and is effective for classroom learning. Through the media e-big book will help children better understand the material provided while increasing the ability of children in English by increasing children's English vocabulary and being able to apply in everyday life.

The purpose of this study was to determine the effect of storytelling using e-big book media on the motivation to learn English in children in group B PAUD Anggrek Kuta Utara North School Year 2019/2020. In general, the results of this study are useful in the field of education, especially early childhood education, to expand knowledge about learning models to improve children's development and knowledge.

Method

This study aims to determine the effect of storytelling using e-big book media on the motivation to learn English in group B children of PAUD Anggrek Angklek Kuta Utara. This type of research is quantitative, quasi-experimental research (quasi-experiment). The quasi-experimental design used in this study is the nonequivalent control group design. The population in this study were all children of group B PAUD Anggrek Kuta Utara group consisting of 6 groups in 6 kindergartens: TK Pradnyandari 1, TK Pradnyandari II, TK Pradnyandari III, TK Tiara Kasih, TK Mahagangga and TK Ngruh Rai with 456 children. Samples were taken in this study using

a side random cluster technique. A cluster random sampling technique is a sampling technique by selecting samples from small groups and then the groups are randomly selected to represent the population and serve as research samples. Of the 6 kindergartens in PAUD Anggrek North Kuta PAUD. Based on the drawing, group B Pradnyandari 1 Kindergarten was chosen as an experimental group with 25 children and Tiara Kasih Kindergarten as a control group with 22 children. Data collection methods used in this study are non-test methods of observation and observed components, namely the ability of children to pay attention to the teacher when learning in class, children pay attention to the media given by the teacher, obedient to work given the teacher, on time to do the task, the ability children listen to the teacher's words in English, the child's ability to respond to simple greetings in English, the ability to answer simple questions in English and the child's ability to imitate the teacher's words in English. The data analysis method used to test the hypothesis by using the t-test, with the prerequisite test first consisting of the data distribution normality test and the variance homogeneity test.

Result and Discussion

Based on the results of data analysis of English learning motivation in the experimental group, it is known that the average results of English learning motivation in the experimental group $\bar{X} = 81.75$ with variance = 31,48, standard deviation 5.61 with the lowest score was 71.88 and the highest score was 90.63. In the control group, it was known that the average English learning motivation results $\bar{X} = 66.19$, variance 17,33, standard deviation 4,16 with the highest score was 71.88 and the lowest score was 59.38. Data can be seen in table 1.

Table 1. English Learning Motivation in Experimentation and Control Groups

Analysis Result	Experiment Group	Control Group
Mean	81,75	66,19
Variance	31,48	17,33
Deviation Standard	5,61	4,16
Lowest Score	71,88	59,38
Highest Score	90,63	71,88

The normality test results of learning English motivation in the experimental group with the storytelling method assisted with e-big book media $\chi^2_{hitung} = 6.55 < \chi^2_{tabel} = 11.07$, learning English motivation in the experimental group are normally distributed. While the normality test results of English learning motivation in control group $\chi^2_{count} = 1.94 < \chi^2_{table} = 11.07$, then the results of the motivational learning English data in the control group was normally distributed.

Homogeneity test results, the variance of English learning motivation was $F_{count} = 1.82$. At 5% significant level with the numerator dk = 25 and the denominator dk = 22, we get $F_{table} = 2.05$, because $F_{count} = 1.82 < F_{table} = 2.05$, the results of English learning motivation in experimental group and the control group have homogeneous variance. All data obtained meets the prerequisite test, then, the hypothesis test can be performed using t-test analysis.

If $t_{count} < t_{table}$, H_0 was accepted (fails to be rejected) and H_a was rejected. On the contrary $t_{count} > t_{table}$ then H_0 was rejected and H_a was accepted. With $db = n_1 + n_2 - 2$ with a 5% significance level or 95% confidence level. Then the results of the t-test can be seen in table 2

Table 2. T-Test Analysis Results Data on Learning Motivation in English

No	Sample Group	N	Dk	Mean	t-count	t-table
1	Experiment	25	45	81,75	10,73	2,003
2	Control	22		61,19		

To find out the significance of the calculation results of the hypothesis test, it is necessary to compare with the score of t_{table} . Price table with a 5% significance level and dk = 45 ($n_1 + n_2 - 2$) = 2.003. T-test analysis results obtained $t_{count} = 10.73$.

The result compared with the price of t-table with dk = 25 $22 - 2 =$ and 5% significant level obtained $t_{table} = 2.003$, because $t_{count} = 10.73 > t_{table} = 2.003$, then H_0 which states there is no significant difference in the results of language learning motivation English groups of children who are taught through the method of storytelling using e-big book media with groups of children who are taught through conventional learning in children B group PAUD Anggrek North Kuta School year 2019/2020 rejected or H_a accepted.

Based on the hypothesis test that reads there is a significant difference in motivation to learn English between groups of children who are taught through storytelling using e-big book media with groups of children who are taught through conventional learning in group B PAUD Gugus Anggrek Kuta Utara 2019/2020. The results of the calculation of data analysis which shows that the mean score of children who took learning to tell

stories using the e-big book media (\bar{X} = 81.75) while children who followed conventional learning (\bar{X} = 66.19). Then there is the influence of motivation to learn English between children of group B PAUD Gugus Anggrek Kuta Utara Academic Year 2019/2020 which is learned through storytelling learning using e-big book media and students who are taught through conventional learning. Based on these results, it can be stated both groups of research samples have equal ability, after being given treatment in the form of learning to tell stories using e-big book media and following conventional learning the results of children's English learning motivation are different. The results of children's motivation to learn English in the experimental group are better than the results of children's learning motivation in the control group.

Motivation to learn is the overall effort in a person who plays a role in fostering a spirit of learning in an individual, encouraging students to learn and achieve the desired learning goal and ensure ongoing learning activities, so students are an enthusiast in learning activities (Oktiani, 2017). Wahab (2016): (1) Motivation as a maker of motivators, as in the beginning students did not have the desire to learn, but because there were something goals to be sought then arises interest and motivation to learn. To satisfy children's curiosity, it is necessary to have something to look for learning, because there is something that is not yet known by the child encouraged to learn. (2) Motivation as a driving force is an unstoppable force that is a psychological drive that gives birth to attitudes towards students. Motivation as an act of driving encourages children to act as a mobilizer that releases energy. An activator in every activity that is done called motivation. (3) Motivation as a maker-like influence that can select which actions must be performed and which actions that are ignored can be said to have motivation. Learning objectives to be achieved is something that is sought. The purpose of this learning is motivation as the effect of actions on students in learning. In addition, English needs to be taught for early childhood Robbani (2016) The introduction of English for young children is expected that children will be able to gain direct experience about the introduction of English in an active, creative way by telling stories that have interesting pictures and colors to children so that children will more quickly understand the English vocabulary according to their development. In increasing the motivation to learn English, early childhood becomes very important to use the method of storytelling using e-big book media.

Storytelling is a method that is used by speaking and telling stories or providing verbal explanations conducted by the teacher to children Latif, et al (2013). Storytelling is a way of conveying the values that apply in the community that contains the moral message in the story that can be conveyed well to children. Nurjanah and Anggraini (2020) the advantages of the storytelling method: (1). Storytelling is a means of education and instilling the value of character early on, (2) Storytelling gives an introduction by sympathizing and empathizing with children, (3) The moral message in a story will give an example to children in dealing with a problem, (4) Storytelling can instill social values, (5) Through storytelling can foster children's curiosity about a series of events that occur around the child, (6) When the teacher gives a story to the child will give a positive effect that is the closeness between teacher and child. The use of instructional media is supporting the process of learning activities, using e-big book media. The e-big book media starts from the book media which is often used in process of learning activities, then the media developed into a big book media according to Madyawati (2016) Big Book is a picture book media that has special characteristics, by enlarging both the writing and drawing in a story. Big books have some special characteristics, such as a large book media which is filled with interesting colorful images and words that are chosen repeatedly so that children will more understand the activities of telling and reading teachers and children become more enjoyable. Along with the development of the era to meet the needs of simple learning media, then e-big books developed with electronic design.

The characteristics of the e-big book media are: (1) The e-big book media has a different appearance, it is bigger than the normal size of the book, (2) The e-big book media is an electronic media. This media uses a projector or screen. great to be effective for learning in class, (3) Text and images with large size makes children motivated and enthusiastic in learning. The novelty of e-big book media compared to other learning media, e-big book media increases children's learning motivation, especially English and increases children's curiosity, the use of an e-big book in storytelling will develop children's imagination and understand the contents of the story, so increasing children's English language skills, this media will provide new experiences in the learning process and learning to be something fun for children, the interaction between children and teachers will arise the spirit of children learning. So that it can be said learning through storytelling using e-big books can make children enthusiastic in the learning process because all children in learning are allowed to actively participate in learning activities. Storytelling using e-big books can develop and motivate children to learn children's language skills, especially English. E-big book learning media will make fun learning because stories and pictures that appear

can attract children's attention, so that reading is not a scary thing, but it is fun for children. Storytelling using e-big book is more interesting in learning and increases children's motivation to learn English.

This finding supports previous research by Arinoviani, Pudjawan & Antara, (2016), the efforts to introduce English to early childhood are effectively carried out using the storytelling method. The results of these studies, children's English skills have increased significantly. E-big book is designed with today's electronic media, displaying the contents of stories and large images with colorful colors that attract the children's attention, so that the delivery of stories is more real. E-big book is a learning innovation that encourages interest and curiosity in children themselves, learning activities using e-big book media can create a pleasant learning environment. The use of the e-big book in this study brings satisfying results for children and has a pleasing effect. E-big book is quite new, and it is a solution for conventional big book media. Astri Pudjawan & Antara (2016) prove the use of big book media to improve children's English skills. But in the use of e-big books, children bring satisfaction, among others, on the use of media projectors or large screens. A large enough display makes it easy for children to see the book (e-big book) while listening to the teacher in telling the contents of the story. Children can interact with the story and occasionally pointing to the screen, pointing at specific objects according to the story's contents. The teacher responds positively, the child increasingly motivated to listen to the story and look at the e-big book display, the teacher can improvise the story. This teacher inserting new vocabulary according to the contents of the story. The use of electronic learning media that can increase children's motivation in learning supports previous research from Tirtayani, Magata & Lestari (2017), and Pintubatu, Ardana, Tirtayani (2017). In that study, the ability in terms of English vocabulary was introduced with electronic media in the form of a bilingual e-flashcard. The advantage of electronic media is friendly to use by teachers and attracting children's interest in learning. that is a factor that increases children's ability in English. These strengths support this research and reinforce the positive role of electronic media in learning.

According to the results of the study, the learning of storytelling using an e-big book in this study has advantages that can increase children's motivation to learn English. According to the results of the study, learning to tell stories using an e-big book in this study has the advantage of being able to increase children's English learning motivation, children will pay attention to the teacher in learning, children pay attention to e-big book learning media that attract the child's attention, children can listen to the teacher's words in English enthusiastically, children can respond to simple greetings in English, children's ability to answer simple questions in English, and the child's ability to imitate the teacher's words in English. Through a series of children's endeavors, with a learning environment and children's daily life supported by the teacher's role in learning.

Conclusion

It was concluded that through storytelling through e-big book media influenced the motivation to learn English of the children of group B at PAUD Gugus Anggrek Kuta Utara in 2019/2020 Academic Year. Storytelling learning through e-big book media in this study has advantages that can increase motivation to learn English, can improve children's English vocabulary, can improve children's English skills, through a series of efforts with the learning environment and children's daily lives which supported by the teacher's role in giving lessons. Based on findings, teachers are advised to be able to be more creative and innovative in developing learning to choose the right methods and media to enhance children's growth and development. One of them is using storytelling through e-big book media. the headmaster should use the storytelling method through the e-big book as an effort to develop the school to be better especially in the quality of learning. It is recommended to other researchers that the results of this study can be used as references to carry out further research or find innovative learning activities that are meaningful for students.

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