

APPENDICES

Appendix 1. First Story Draft

Page	Illustration	Draft Story
Cover	A girl sits at the dining table holding a spoon. On the dining table there was a plate of food. In the background there are healthy foods, which include chicken, broccoli, apples, and a glass of milk.	Good Food, Good Life
1	A child sits at the dining table. Showing the reader chicken meat with a happy expression.	EN: Eating chicken makes you strong. ID: Makan ayam membuatmu kuat.
2	A child sits at the dining table. Show the reader broccoli with a happy expression.	EN: Eating broccoli makes you healthy. ID: Makan brokoli membuatmu sehat.
3	A child sits at the dining table. Show an apple to the reader with a happy expression.	EN: Eating an apple makes you happy. ID: Makan apel membuatmu Bahagia.
4	A child sits at the dining table. Showing a glass of milk to the reader with a happy expression.	EN: Drinking milk makes you tall. ID: Minum susu membuatmu tinggi.
5	Image Matching Activity: On the left side there are pictures of healthy foods in a row. These foods include broccoli, chicken, and a glass of white milk. On the right is a random list of names of healthy foods in English. The list of names includes: milk, <i>chicken</i> , <i>broccoli</i> , and <i>apple</i> .	Aktivitas: Mencocokkan gambar makanan dengan nama yang tepat.
6	A child sits at the dining table. Showing the reader instant noodles and soda drinks with a sullen facial expression.	EN: Unhealthy food makes you sick. ID: Makanan tidak sehat membuatmu sakit.

7	A child sits at the dining table. Showing instant noodles to the reader with a sullen facial expression.	EN: Instant noodles hurt your belly. ID: Mi instan membuat sakit perut.
8	A child sits at the dining table. Show the reader a soda drink with a sullen facial expression.	EN: Soda drinks make you fat. ID: Minuman soda membuatmu gendut.
9	A child sits at the dining table. The position of holding a plate of healthy food, but with a sad facial expression.	EN: Unfortunately, not everyone eats healthily. ID: Sayangnya, tidak semua orang makan dengan sehat.
10	A child sits at the dining table. The facial expression looked sad while slightly lowering his head and closing his eyes. With the position of hands clasped together.	EN: Some because they can't afford it. ID: Beberapa karena tidak mampu.
11	A child sits at the dining table. His facial expression began to smile slightly, but he still closed his eyes and lowered his head slightly. Body position includes hands in front of chest.	EN: So, we should be grateful. ID: Jadi, kita harus bersyukur.
12	A child sits at the dining table. In front of it is a plate of healthy food. The expression on his face smiled broadly while closing his eyes. In the right hand holding a tablespoon, in the left hand holding a cutlery.	EN: By not wasting our food. ID: Dengan tidak membuang-buang makanan.
13	A child sits at the dining table. In front of it is a plate of healthy food. The expression on his face smiled broadly while closing his eyes. The position of the hand is wide open as if to hug the reader.	EN: And sharing our food with those who need. ID: Dan berbagi makanan kepada yang membutuhkan.

Appendix 2. Final Story Draft

Theme		Zero Hunger
Title		Good Food, Good Life
Grade		TK A
Characters		
Name	Traits	Visual Appearances
Hera	1. Care for others 2. Cheerful 3. Grateful 4. Likes vegetables	A cheerful little girl who always smiles, wearing a scout uniform. She loves broccoli.
Tony	1. Stubborn 2. Does not like vegetables	A stubborn little boy wearing a scout uniform. He likes junk food.
Page	Illustration	Draft Story
Cover	Hera and Tony stood in scout uniforms. Hera holds a lunch box containing chicken katsu, apples, broccoli, and in the other hand holds a bottle of mineral water. Next to Hera stood Tony who was holding a blue lunch box. Inside Tony's lunch box contained only instant noodles, in one hand holding a bottle of soda. The background shows the front portrait of the school building.	Good Food, Good Life
1	Hera (a female student) sits with Tony (a male student) at a classroom table. They took out the lunch box they were carrying. Hera's lunch box is red, Tony's lunch box is blue. Both of them wore scout uniforms. Classroom background.	EN: Hera and Tony sit together. They open their lunch. ID: Hera dan Tony duduk bersama. Mereka mengeluarkan bekalnya.
2	The viewpoint highlights Hera's lunch box containing chicken katsu, broccoli vegetables, apples, and soy milk. Hera's lunch box is red.	EN: Hera brings chicken katsu, broccoli, and an apple. She also brings soy milk. ID: Hera membawa ayam katsu, sayur brokoli, dan sebuah apel. Dia juga membawa susu kedelai.
3	The viewpoint highlights Tony's lunch box containing instant noodles and soda drinks. Tony's lunch box is blue.	EN: Tony only brings an instant noodle. He also brings a soda. ID: Tony hanya membawa mi instan. Dia juga membawa minuman soda.

4	The viewpoint highlighted Hera and Tony's faces. Hera (in her right hand holding broccoli) asked while facing her face to Tony. Tony's facial expression looked disgusted, with his eyes closed and sticking out his tongue. Classroom background.	EN: Hera sees Tony's lunch, She asks. Hera says, <Do you like vegetables?= Tony says, <Ewh, it tastes bad=.
5	Viewing angle from the side of the table (not a close-up of the face). Hera was happily biting into broccoli while sitting upright. Next to him, Tony pushed his lunch box a little away, then glanced at Hera's food curiously. His hands support his chin (thinking pose). There was no expression of disgust. The setting remains the classroom, but the focus is on eating activities, not facial dialogue.	EN: Hera shows her food to Tony. Hera says, <This is delicious, do you want to try? Tony looks at the food. He is not sure. Tony says, <No, thank you=.
6	The viewpoint highlighted Hera's face. His face looked radiant full of happiness. In front of him, you can see a red lunch box that is empty.	ID: Hera menunjukkan makanannya. Hera berkata, <Ini enak, Kamu mau mencoba?= Tony melihat makanannya. Dia tampak ragu. Tony berkata, <Tidak terimakasih=.
7	The point of view shows Tony. In front of him is an instant noodle in an unfinished box. Tony's face started to look uncomfortable (eyebrows furrowed slightly).	EN: Tony eats too fast. His stomach feels strange. Tony says, <I do not feel so good.= ID: Tony makan terlalu cepat. Perutnya mulai terasa aneh. Tony berkata, <Aku merasa tidak enak.=
8	The view from above, shows Tony lying on the floor of the classroom. His expression was in pain while holding his stomach.	EN: Tony cries, <Ouch, my stomach hurts!= Tony lies on the ground.
9	The perspective shows Tony who is sick lying on the mattress. His body was covered with a blanket, and his face looked pale.	ID: Tony berteriak, <Aduh, perutku sakit!= Tony tergeletak di tanah.
10	The perspective shows Tony who is sick lying on the mattress. His body was covered with a blanket, and his face looked pale.	EN: The next day, Tony is not in the class. He is sick.
	Viewpoint from the student bench. Show the teacher who is speaking in front of the class.	ID: Keesokan harinya, Tony tidak hadir. Dia sedang sakit.
		EN: Teacher reminds students to always eat healthy. So as not to get sick like Tony.
		ID: Guru mengingatkan untuk selalu makan sehat. Agar tidak sakit seperti Tony.

Appendix 3. Creating Illustrations

Page	Draft	Revision	Note
Cover		No revision	
1			A soda bottle should be shown next to the blue lunch box.
2		No revision	
3			The texture of the noodles needs to be more detailed.

4		No revision	
5		No revision	
6		No revision	
7		No revision	

8		No revision	
9		No revision	
10		No revision	



Appendix 4. Observation Sheet Validation

Dimension	Statements	Expert 1	Expert 2
Necessities	Students show engagement during the shared reading activities (enthusiasm, attention, response when the teacher reads the story).	✓	✓
	The material is in accordance with the child's initial literacy needs.	✓	✓
	Are the values of Zero Hunger conveyed through reading/activities?	✓	✓
	The number of reading media available is according to the number of students.	✓	✓
	There is a large size of illustrations in the reading media that are used to help children understand the content of the story and attract their attention.	✓	✓
	The reading media used is in accordance with the language skills of preschoolers.	✓	✓
	Reading media is used as the main tool by teachers in shared reading activities.	✓	✓
	The reading media used is able to make students focus during shared reading activities.	✓	✓
Lacks	There are difficulties that students have during shared reading activities.	✓	✓
	There are students who seem bored or disengaged.	✓	✓
	The current reading is media less relevant to children's needs.	✓	✓
	Students have difficulty seeing the text and illustrations on the reading media used.	✓	✓
	Students show less engagement during the shared reading activities (enthusiasm, attention, and response when the teacher reads the story).	✓	✓
	Low student engagement is caused by reading media that is still not optimal.	✓	✓
	The media available is still limited to consistently support student behavioral engagement.	✓	✓
Wants	Students show interest in certain types of reading activities.	✓	✓
	Students show interest in certain types of reading media.	✓	✓

	There are students who ask for a repetition of the story or show a desire for further exploration.	✓	✓
	Stories related to daily life are able to make students more engaged.	✓	✓
	Students show interest when the topic of reading relates to health, hygiene, healthy food, or physical activity.	✓	✓
	Reading media that allows students to actively interact is able to foster student enthusiasm.	✓	✓



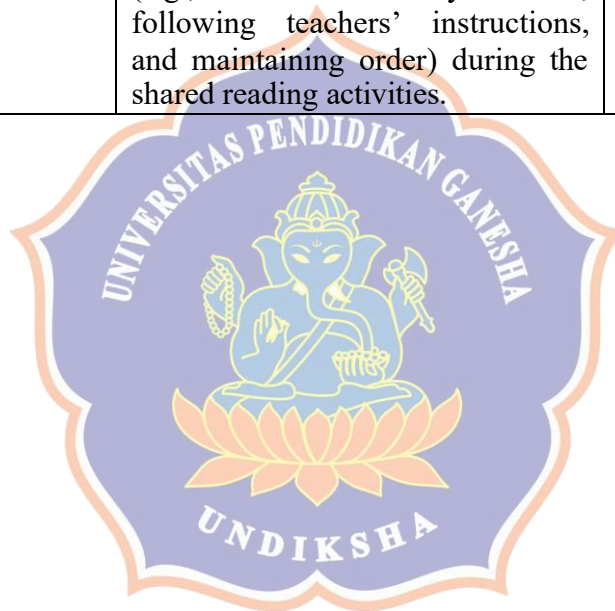
Appendix 5. Interview Guide Validation

Dimensions	Indicators	Questions	Expert 1	Expert 2
Target Needs	Learning Objectives	Regarding reading activities, what skills do preschool students need to have?	✓	✓
		Do skills in social life such as caring for food, sharing, and not throwing away food need to be instilled through reading materials?	✓	✓
	Behavioral engagement	What kind of engagement do students show during the reading activity?	✓	✓
		What aspects do you think make students more involved during reading activities?	✓	✓
	Awareness on Zero Hunger	Have children ever been introduced to the theme of healthy food, sharing food, or the importance of eating enough?	✓	✓
		How did the students respond to food-related activities?	✓	✓
Learning Needs	Contents	Regarding Zero Hunger, what social values do you think need to be included in the book's stories?	✓	✓
		What is your view of the story with Zero Hunger content?	✓	✓
		What kind of vocabulary or language structure do you think should be used to make it easier for students to understand stories?	✓	✓
	Media Format	Is it better that each page contains more images than text? Why?	✓	✓
		Are color-coded illustrations, children's figures, or animals more appealing to students?	✓	✓
	How to Use	When using storybooks while studying, how do you apply them?	✓	✓
		When it comes to reading, what are the most common challenges?	✓	✓
	Learning Environment	Can this class support the use of the Big Book?	✓	✓
		To make the use of Big Books more effective when learning, what support do teachers need?	✓	✓

Appendix 6. Experts' Judgment Validation

Dimensions	Aspects	Statements	Expert 1	Expert 2
Criteria of Good Big Book according to Karger-Bone (1992), cited in Colville-Hall & O'Connor (2006)	Length of the story	The developed Big Book is a short story in the format of 10 – 15 pages.	✓	✓
	Plot	The story of the developed Big Book can attract the target audience's attention.	✓	✓
	Rhyme pattern	The developed Big Book contains rhyme patterns.	✓	✓
	Illustrations	The developed Big Book has interesting graphic illustrations.	✓	✓
		The size of the graphic illustrations in the developed Big Book is according to the format.	✓	✓
		The illustrations in the developed Big Book represent the meaning of the story.	✓	✓
	Vocabulary and repetition	The developed Big Book has repetitive phrases that can help the target audience learn vocabulary.	✓	✓
		The developed Big Book has repetitive phrases that can help the target audience enrich their vocabulary.	✓	✓
	Sense of humor	The developed Big Book has a sense of humor.	✓	✓
Content relevance with SDG-2 according to UNDP (2015a)	Target 2.1: Ending hunger and ensuring all people gain access to decent food.	The big book provides contents that persuade readers not to waste food.	✓	✓
		The big book provides examples of sharing food with others	✓	✓
	Target 2.2: Ending the malnutrition among children under 5 years old, adolescent children, pregnant, lactating women, and older persons.	The big book provides contents that persuade readers to eat healthy foods.	✓	✓
		The big book provides examples of healthy and unhealthy foods.	✓	✓

The potencies of Big Book in supporting preschool students' behavioral engagement according to Wigfield et al. (2008)	Behavioral Engagement	The big book has the potential to maintain students' focus during the shared reading activities.	✓	✓
		The big book has the potential to attract students' attention during the shared reading activities through book size, illustration, text, color grading, and the layout.	✓	✓
		The big book has the potential to make students give active responses (e.g., raising hands, asking questions, answering, pointing at the illustrations) during the reading activities.	✓	✓
		The big book has the potential to promote students' positive behavior (e.g., sit in an orderly manner, following teachers' instructions, and maintaining order) during the shared reading activities.	✓	✓



Appendix 7. First Classroom Observation

Observation Focus	Scale		Notes
	A	NA	
Students show engagement during the shared reading activities (enthusiasm, attention, response when the teacher reads the story).	✓		Some students responded by raising their hands.
The material is in accordance with the child's initial literacy needs.	✓		The material is related to daily life.
Are the values of Zero Hunger conveyed through reading/activities?		✓	Not visible at the time of observation.
The number of reading media available is according to the number of students.		✓	Teachers only use 1 book.
There is a large size of illustrations in the reading media that are used to help children understand the content of the story and attract their attention.		✓	- The book used is slightly larger than a regular book, but it is not classified as a large book. - The illustrations in the book are not so big that some students come forward.
The reading media used is in accordance with the language skills of preschoolers.	✓		The books used during shared reading use Indonesian.
Reading media is used as the main tool by teachers in shared reading activities.	✓		
The reading media used is able to make students focus during shared reading activities.		✓	Students can focus on the beginning of the story, but they start to lose focus at the end.
There are difficulties that students have during shared reading activities.	✓		Students struggle to see text and illustrations from their seats.
There are students who seem bored or disengaged.	✓		There are only a few students who are silent and look bored.
The current reading is media less relevant to children's needs.		✓	
Students have difficulty seeing the text and illustrations on the reading media used.	✓		The text and illustrations are not very clearly visible from the students' seats. So that some students came forward so that they could see the illustrations.
Students show less engagement during the shared reading activities (enthusiasm, attention, and response when the teacher reads the story).	✓		There are some students who do not focus on listening to the teacher's stories. There were some students who did not respond.
Low student engagement is caused by reading media that is still not optimal.		✓	
The media available is still limited to consistently support student behavioral engagement.	✓		Only 1 book is used during shared reading.

Students show interest in certain types of reading activities.	✓		Students feel happy when the teacher invites them to interact during the shared reading activity.
Students show interest in certain types of reading media.	✓		Students prefer stories and illustrations that relate to real life.
There are students who ask for a repetition of the story or show a desire for further exploration.		✓	
Stories related to daily life are able to make students more engaged.	✓		
Students show interest when the topic of reading relates to health, hygiene, healthy food, or physical activity.		✓	
Reading media that allows students to actively interact is able to foster student enthusiasm.	✓		



Appendix 8. Second Classroom Observation

Observation Focus	Scale		Notes
	A	NA	
Students show engagement during the shared reading activities (enthusiasm, attention, response when the teacher reads the story).	✓		There were only a few students who responded. Students look hesitant when responding. Some students can answer questions related to the story.
The material is in accordance with the child's initial literacy needs.	✓		
Are the values of Zero Hunger conveyed through reading/activities?	✓		The value of Zero Hunger is implicitly conveyed through stories. Examples: breakfast, lunch, dinner.
The number of reading media available is according to the number of students.		✓	Teachers only use 1 book.
There is a large size of illustrations in the reading media that are used to help children understand the content of the story and attract their attention.		✓	The book used is slightly larger than a regular book, but it is not classified as a large book.
The reading media used is in accordance with the language skills of preschoolers.	✓		The books used during shared reading use Indonesian.
Reading media is used as the main tool by teachers in shared reading activities.	✓		
The reading media used is able to make students focus during shared reading activities.		✓	The reading media used is less effective in maintaining students' focus.
There are difficulties that students have during shared reading activities.	✓		Students have difficulty maintaining focus during shared reading activities.
There are students who seem bored or disengaged.	✓		There are some students who seem less interested in the reading media used.
The current reading is media less relevant to children's needs.	✓		The books used during reading activities contain too much text.
Students have difficulty seeing the text and illustrations on the reading media used.	✓		Text and illustrations are not very clearly visible from the students' seats.
Students show less engagement during the shared reading activities (enthusiasm, attention, and response when the teacher reads the story).	✓		There are some students who do not focus on listening to the teacher's stories. There were some students who did not respond.
Low student engagement is caused by reading media that is still not optimal.	✓		The storyline in the book used is quite long, so students easily lose focus.
The media available is still limited to consistently support student behavioral engagement.	✓		Only 1 book is used during shared reading.

Students show interest in certain types of reading activities.	✓		Students are less interested in animal-themed stories.
Students show interest in certain types of reading media.	✓		Students are more enthusiastic when given gifts if they want to answer questions.
There are students who ask for a repetition of the story or show a desire for further exploration.		✓	
Stories related to daily life are able to make students more engaged.	✓		
Students show interest when the topic of reading relates to health, hygiene, healthy food, or physical activity.		✓	
Reading media that allows students to actively interact is able to foster student enthusiasm.	✓		



Appendix 9. First Interview

No	Questions	Results
1	Regarding reading activities, what skills do preschool students need to have?	"The skill is that if the children are self-taught, they can be themselves. There are also children who can read from home. Here we only introduce letters, especially in kindergarten A.".
2	Do skills in social life, such as caring for food, sharing, and not throwing away food, need to be instilled through reading materials?	"If it's in kindergarten A, it's not necessary".
3	What kind of engagement do students show during the reading activity?	"Usually raise your hand, otherwise we will appoint those who have raised their hands".
4	What aspects do you think make students more involved during reading activities?	"Language Aspects".
5	Have children ever been introduced to the theme of healthy food, sharing food, or the importance of eating enough?	"Already, through a certain theme. For example, the theme of independence=.
6	How did the students respond to food-related activities?	"They were enthusiastic about listening, they were also enthusiastic about asking questions, such as what is unhealthy food and what is healthy food. Then the students can also distinguish between healthy and unhealthy foods, such as chocolate and junk food which are classified as unhealthy foods".
7	Regarding Zero Hunger, what social values do you think need to be included in the book's stories?	It has not been implemented directly in reading activities.
8	What is your view of the story with Zero Hunger content?	<Everyone deserves healthy food".
9	What kind of vocabulary or language structure do you think should be used to make it easier for students to understand stories?	<Short vocabulary, for example there are 2 vocabulary words. Because in Kindergarten A they have not focused on reading".
10	Is it better that each page contains more images than text? Why?	<More pictures, because with pictures children can read while imagining stories with their imagination. Meanwhile, if there is more text, students can be confused."
11	Are color-coded illustrations, children's figures, or animals more appealing to students?	"Prefer pictures of animals".
12	When using storybooks while studying, how do you apply them?	<We usually apply it with the media, such as puppets."
13	When it comes to reading, what are the most common challenges?	<Children are difficult to listen to and their focus is easily distracted".
14	Can this class support the use of the Big Book?	<Yes, through shared reading activities=.

15	To make the use of Big Books more effective when learning, what support do teachers need?	<Maybe a larger quantity of books=.
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Appendix 10. Second Interview

No	Questions	Results
1	Regarding reading activities, what skills do preschool students need to have?	<In general, the skills that need to be mastered are life skills. So they in Kindergarten A have just learned to know the concept, to know how to operate something. For example, tying shoelaces, how to tidy up the place to eat, hair, clothes. So the most important survival skills are taught in Kindergarten A."
2	Do skills in social life, such as caring for food, sharing, and not throwing away food, need to be instilled through reading materials?	<Yes, by reading, students will understand faster. They will learn more and will be more embedded in their memories."
3	What kind of engagement do students show during the reading activity?	<In shared reading, they listen to the reader well and carefully. They were also asked to repeat the content of the story and answer questions. Students are also invited to interpret the content of the story."
4	What aspects do you think make students more involved during reading activities?	<Of course, the reader aspect, then the media, and the content of the story."
5	Have children ever been introduced to the theme of healthy food, sharing food, or the importance of eating enough?	<Reading activities, especially using books, have never been. But incidentally, ever. For example, if a child brings chocolate to school, the teacher will provide an understanding of the impact of unhealthy food."
6	How did the students respond to food-related activities?	<Their response was outdated. So they are always enthusiastic when they talk about healthy food. They can also convey the adverse effects of unhealthy foods from stories. Maybe not all children have the same absorption potential, but so far they can understand."
7	Regarding Zero Hunger, what social values do you think need to be included in the book's stories?	<The first target is Zero Hunger. Because this is still a problem, we also need cooperation with parents. Parents need to know the portion of children, so that children do not feel unsuccessful in finishing food. So if there is a missile who brings a lot of food, we will coordinate with parents. So we convey to parents that the portion of children's food needs to be measured as well so that no food is wasted. And children also have a sense of success in eating, which is very important for children."
8	What is your view of the story with Zero Hunger content?	<Very good. Because it is also for our continuation on this earth. We live on this earth it is important to realize what our duty is. If it is introduced to children from an early age, it will be very good. So they will have a sense of gratitude because we are here because we have

		the first Pancasila, the one and only Godhead. So we believe in the existence of god, we are grateful for what God has given us here. They can go to school, they can get proper food, they can get a decent education. They can feel grateful that it will be very good for their person and character in the future.=
9	What kind of vocabulary or language structure do you think should be used to make it easier for students to understand stories?	"In English, use simpler and shorter vocabulary. So in one sentence maybe 5 words is enough and does not need to be explained at length. The most important thing is the pictures/illustrations, so they can read with pictures. Where, the illustration tells the story."
10	Is it better that each page contains more images than text? Why?	"More pictures, because at the age of kindergarten A they are still in the introduction stage. Because not all children can read. Why pictures, because they think concretely. So if the drawings are few, students will think abstractly or cannot imagine. Meanwhile, if there are many illustrations, they will be able to understand immediately just by looking at them. So that they can make sense of the story more easily."
11	Are color-coded illustrations, children's figures, or animals more appealing to students?	<Better human figures, so that students can relate more to themselves.=
12	When using storybooks while studying, how do you apply them?	<For storybooks, it is usually with shared reading. But with better media, the delivery will be better as well."
13	When it comes to reading, what are the most common challenges?	<Their lack of concentration and catch. For example, in conveying like a long story, in the middle they will start to move here and there. So how do teachers convey stories to make them interesting. From the carry-on and then the media, if they don't use the media, they will definitely not last long. So the challenge must be creative. So the story has to be short, concise, but filling."
14	Can this class support the use of the Big Book?	"Yes. They also like the books here.=
15	To make the use of Big Books more effective when learning, what support do teachers need?	<Maybe the illustrations are multiplied, the sentences on each page don't need to be many. If you can add activities or games in the book, it will be better. There is still no storybook that directly contains activities in it."

Appendix 11. Experts' Judgment

No.	Statements	Scale					Comments
		1	2	3	4	5	
1	The developed Big Book is a short story in the format of 10 – 15 pages.					✓	
2	The story of the developed Big Book can attract the target audience's attention.					✓	
3	The developed Big Book contains rhyme patterns.					✓	
4	The developed Big Book has interesting graphic illustrations.					✓	Change the lid of the soda bottle to red to better describe the fizzy drink.
5	The size of the graphic illustrations in the developed Big Book is according to the format.					✓	
6	The illustrations in the developed Big Book represent the meaning of the story.				✓		
7	The developed Big Book has repetitive phrases that can help the target audience learn vocabulary.					✓	
8	The developed Big Book has repetitive phrases that can help the target audience enrich their vocabulary.				✓		
9	The developed Big Book has a sense of humor.					✓	
10	The big book provides contents persuade readers not to waste food.					✓	
11	The big book provides examples of sharing food with others				✓		
12	The big book provides contents persuade readers to eat healthy foods.					✓	
13	The big book provides examples of healthy and unhealthy foods.					✓	
14	The big book has the potential to maintain students' focus during the shared reading activities.				✓		
15	The big book has the potential to attract students' attention during the shared reading activities through book size, illustration, text, color grading, and layout.				✓		The font needs to be replaced. Choose a font that matches the illustration. Avoid using fonts that look stiff.

16	The big book has the potential to make students give active responses (e.g., raising hands, asking questions, answering, pointing at the illustrations) during the reading activities.					✓	
17	The big book has the potential to promote students' positive behavior (e.g., sit in an orderly manner, follow teachers' instructions, and maintain order) during the shared reading activities.				✓		Add a follow-up activity/activity after the story.



Appendix 12. Final Layout of The Big Book



This big book belongs to:



THIS BOOK IS FOR KINDERGARTEN A

Authors:

Gede Gunawan

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

Prof. Dr. Putu Kerti Nitiasih, M.A.

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Illustrator:

Putu Jenova Angela

HOW TO USE THIS BIG BOOK

Before starting to read, the teacher introduces characters in the Big Book, namely Hera and Tony.

Hera is a cheerful little girl who likes vegetables. Meanwhile, Tony is a stubborn little boy who does not like vegetables. The teacher reads the title and shows the cover to gain students' attention.

While reading, the teacher reads the story loudly and showing the illustrations. The teacher pauses between sentences to ask questions about the story (e.g., Do you like vegetables?, Which one is the healthy food?). The teacher encourages students to repeat the key phrases (e.g., Hera brings ..., Tony only brings ...).

After finishing the book, the teacher discusses the healthy and unhealthy foods from the story. The teacher also asks what will happen if we do not eat healthy food. The teacher also encourages students to always eat healthy foods.

CARA MENGGUNAKAN BIG BOOK INI

Sebelum mulai membaca, guru memperkenalkan tokoh-tokoh dalam Big Book, yaitu Hera dan Tony. Hera adalah seorang gadis kecil yang ceria dan menyukai sayuran. Sementara itu, Tony adalah seorang anak laki-laki yang keras kepala dan tidak menyukai sayuran. Guru membacakan judul dan menunjukkan sampulnya untuk menarik perhatian siswa.

Saat membaca, guru membacakan cerita dengan lantang dan menunjukkan ilustrasinya. Guru berhenti sejenak di antara kalimat untuk mengajukan pertanyaan tentang cerita tersebut (misalnya, *Do you like vegetables?*, *Which one is the healthy food?*). Guru mendorong siswa untuk mengulangi frasa kunci (misalnya, *Hera brings ...*, *Tony only brings ...*).

Setelah selesai membaca buku, guru membahas makanan sehat dan tidak sehat dari cerita tersebut. Guru juga bertanya apa yang akan terjadi jika kita tidak makan makanan sehat. Guru juga mendorong siswa untuk selalu makan makanan sehat.



Hera and Tony sit together. They open their lunch.

Hera dan Tony duduk bersama. Mereka mengeluarkan bekalnya.



Hera brings chicken katsu, broccoli, and an apple. She also brings water.

Hera membawa ayam katsu, brokoli, dan apel. Dia juga membawa air putih.



**Tony only brings an instant noodle. He
also brings a soda.**

Tony hanya membawa mi instan. Dia juga
membawa minuman soda.



Hera sees Tony's lunch. She asks Tony.

Hera melihat bekal Tony. Hera bertanya kepada Tony.



Hera offers to Tony. Hera says vegetables are good for health.
Hera menawarkan kepada Tony. Hera berkata sayur baik untuk kesehatan.



Hera finishes her lunch. She enjoys her lunch.

Hera menghabiskan bekalnya. Dia menikmati bekalnya.



Tony eats too fast. His stomach feels strange.

Tony makan terlalu cepat. Perutnya mulai terasa aneh.



A few moments later, DUBRAK! Tony falls to the floor! His belly hurts!
Beberapa saat kemudian, DUBRAK!!! Tony terjatuh ke lantai! Perutnya sakit!



**The next day, Tony is not in the class.
He is sick.**

Keesokan harinya, Tony tidak hadir. Dia sedang sakit.



Teacher reminds students to always eat healthy. So as not to get sick like Tony.

Guru mengingatkan untuk selalu makan sehat. Agar tidak sakit seperti Tony.

Following up activity.

Hera's happy claps, Tony's belly rubs

The teacher turns the pages of the book randomly from page 1 to 10. Every time the teacher points to a picture or says the name of the food/drink the character is carrying, the children must respond with different physical movements from their seats.

Examples:

- If the teacher points to Hera's healthy food (such as broccoli, apple, chicken katsu, or water), the children should clap their hands happily twice and smile widely like Hera.
- If the teacher points to Tony's unhealthy food/drink (instant noodles or soda), the children must rub their own stomachs while making a painful facial expression like Tony on pages 7 and 8.

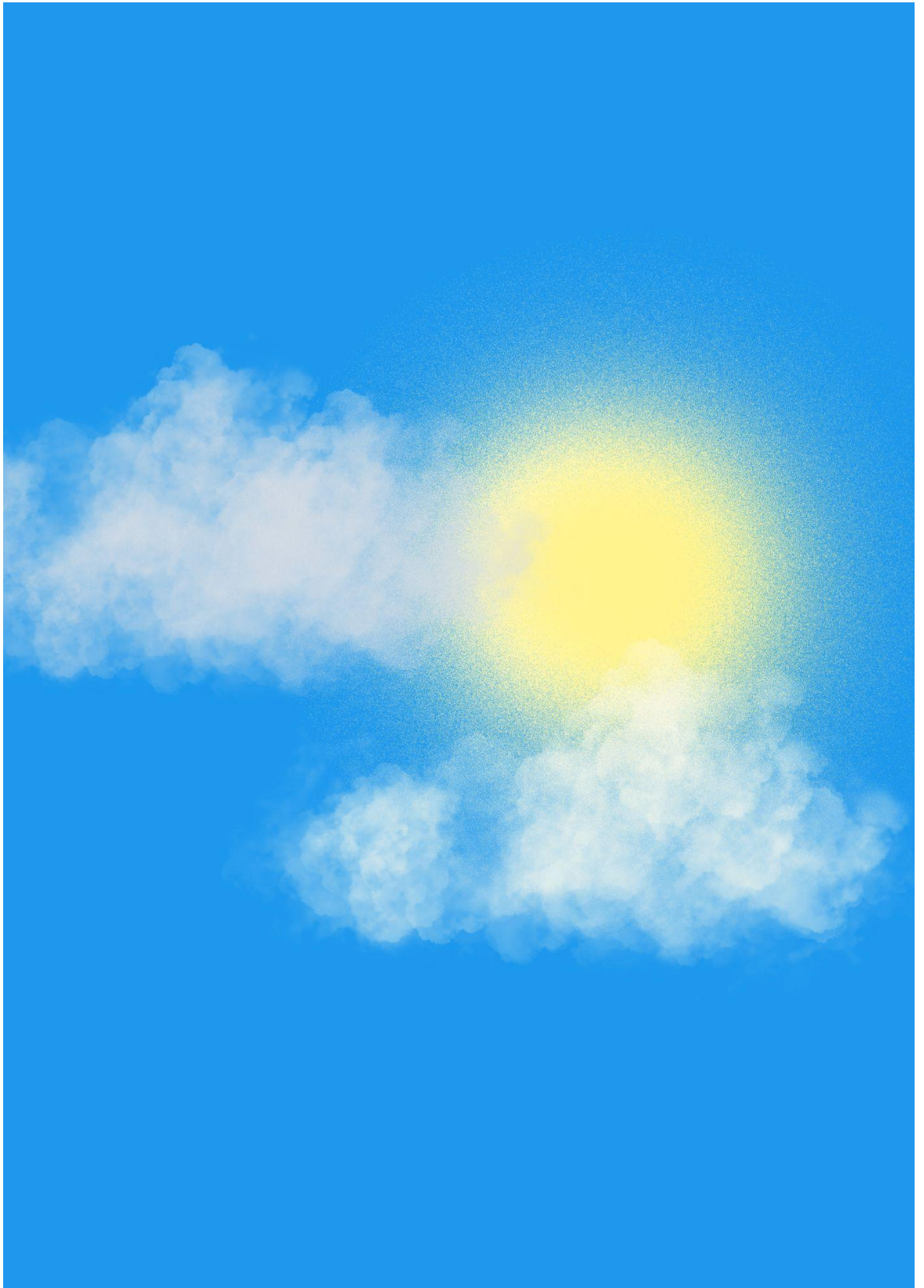
Following up activity.

Hera's happy claps, Tony's belly rubs

Guru membalik halaman buku secara acak dari halaman 1 hingga 10. Setiap kali guru menunjuk gambar atau menyebutkan nama makanan/minuman yang dibawa tokoh tersebut, anak-anak harus merespons dengan berbagai gerakan fisik dari tempat duduk mereka.

Contoh:

- Jika guru menunjuk makanan sehat Hera (seperti brokoli, apel, dll.), anak-anak harus bertepuk tangan dua kali dengan gembira dan tersenyum lebar seperti Hera.
- Jika guru menunjuk makanan/minuman tidak sehat Tony (mi instan atau soda), anak-anak harus menggosok perut mereka sendiri sambil membuat ekspresi wajah kesakitan seperti Tony di halaman 7 dan 8.



RIWAYAT HIDUP



Gede Gunawan lahir di Singaraja pada tanggal 27 Maret 2004 sebagai anak pertama dari pasangan Putu Wisada dan Wayan Farsi. Penulis dibesarkan di Singaraja, Kabupaten Buleleng, Provinsi Bali. Penulis mengawali pendidikan formal hingga menempuh pendidikan menengah atas di kota kelahirannya tersebut hingga lulus pada tahun 2022. Pada tahun 2022, penulis

melanjutkan pendidikan di Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Selama menjalani perkuliahan, penulis aktif mengembangkan kompetensi akademik dan profesional melalui berbagai aktivitas pembelajaran serta keterlibatan dalam proyek pengembangan media instruksional interaktif. Setelah menyelesaikan seluruh rangkaian studi selama empat tahun, penulis berhasil menyelesaikan skripsi yang berjudul "Developing Big Book 'Good Food, Good Life' As A Shared Reading Media to Support Preschool Students' Behavioral Engagement at Girikarnika Montessori Preschool." Penyelesaian skripsi ini menjadi salah satu pencapaian penting dalam perjalanan akademik penulis sekaligus menjadi bekal untuk terus mengembangkan diri dan berkontribusi dalam dunia pendidikan maupun bidang profesional.