



Need Analysis for Developing an SDG 15 (Life on Land) Big Book to Support Preschoolers' English Learning through Shared Reading

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Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan *Big Book* berbasis SDG 15 (Kehidupan di Darat) untuk mendukung pembelajaran bahasa Inggris anak-anak prasekolah melalui kegiatan *shared reading* di TK Lab Undiksha. Penelitian ini menjadi tahap awal dalam pengembangan media pembelajaran yang mengintegrasikan kesadaran lingkungan dengan pembelajaran bahasa Inggris sejak dini. Penelitian ini menggunakan desain kualitatif deskriptif untuk mengidentifikasi kebutuhan pembelajaran, kondisi kelas, karakteristik siswa, dan ekspektasi guru terhadap penggunaan *Big Book* dalam pembelajaran bahasa Inggris. Partisipan penelitian meliputi guru dan siswa di TK Lab Undiksha. Data dikumpulkan melalui observasi kelas dan wawancara. Hasil penelitian menunjukkan bahwa anak usia dini memiliki minat yang tinggi terhadap media pembelajaran visual dan interaktif dengan ilustrasi berwarna, pola bahasa berulang, dan kosakata sederhana. Namun, media pembelajaran bahasa Inggris yang digunakan saat ini masih terbatas dalam mengintegrasikan tema pendidikan lingkungan, khususnya SDG 15 (Kehidupan di Darat). Guru juga mengungkapkan kebutuhan akan media pembelajaran menarik, sesuai dengan usia anak, serta mampu meningkatkan penguasaan kosakata, partisipasi, dan keterlibatan membaca siswa selama aktivitas *shared reading*. Penelitian ini menyimpulkan bahwa pengembangan *Big Book* berbasis SDG 15 (Kehidupan di Darat) memiliki potensi yang kuat untuk mendukung pembelajaran bahasa Inggris anak prasekolah sekaligus menumbuhkan kesadaran lingkungan sejak dini melalui praktik *shared reading*.

Kata kunci: Anak Prasekolah, Analisis Kebutuhan, *Big Book*, Keterlibatan membaca, SDG 15 (Life on Land), *Shared Reading*.

Abstract

This study aims to analyze the need for developing a Big Book based on Sustainable Development Goal (SDG) 15 (Life on Land) to support English learning for preschool children through shared reading activities at TK Lab Undiksha. This study was conducted as a preliminary stage in the development of learning media that integrates environmental awareness with early English learning. A qualitative descriptive design was used to identify learning needs, classroom conditions, student characteristics, and teacher's expectations regarding the use of Big Books in English instruction. The study participants included teacher and preschool students at TK Lab Undiksha. Data were collected through classroom observation and interview. The findings indicate that early childhood learners demonstrate a high level of interest in visual and interactive learning materials, particularly those featuring colorful illustrations, repetitive language patterns, and simple vocabulary. However, current English learning materials remain limited in their integration of environmental education

themes, specifically SDG 15 (Life on Land). Teacher also expressed a need for engaging, age-appropriate learning media that can enhance students' vocabulary mastery, participation, and reading engagement during shared reading activities. This study concludes that the development of an SDG 15-based Big Book holds great potential to support English learning for preschool children while fostering environmental awareness through meaningful and interactive shared reading practices.

Keywords: *Preschool Children, Needs Analysis, Big Book, Reading Engagement, SDG 15 (Life on Land), Shared Reading.*

INTRODUCTION

Early childhood is considered a crucial stage for language development because children are highly receptive to new vocabulary, expressions, and communication skills (Effendi Lubis, 2026). Introducing English at an early age can help children develop basic language skills and foster a positive attitude toward the language learning (Alifia & Gumindari, 2021). In preschool education, learning activities must be meaningful, engaging, and aligned with children's developmental characteristics (Hamidah et al., 2025). Therefore, teachers need learning media that can support children's participation and motivation during the learning process.

One learning media that can effectively support early English learning is the Big Book. A Big Book is a large-format storybook designed with colorful illustrations, simple vocabulary, repetitive language patterns, and enlarged text to capture the attention of young learners during shared reading activities (Sa'idah et al., 2020). Through shared reading, teachers and students actively engage with the text and illustrations as they read together (Altamimi et al., 2023). This activity can support vocabulary acquisition, pronunciation practice, reading engagement, and students' comprehension (Li et al., 2025). Additionally, shared reading creates an interactive learning environment that encourages children to actively participate in classroom activities (Wendy, 2020).

In addition to supporting language learning, early childhood education also plays a vital role in fostering children's awareness of social and environmental issues. One global issues highlighted in the Sustainable Development Goals (SDGs) is SDG 15, "Life on Land," which focuses on the protection of terrestrial ecosystems, forests, biodiversity, and animal habitats (Ishtiaque et al., 2020). Environmental education should be introduced early on to help children develop a sense of care, responsibility, and awareness toward nature and the living creatures around them (Lamanauskas, 2023). Integrating environmental themes into English learning activities can provide meaningful learning experiences while promoting character education (Hasrina & Yanti, 2025).

However, the English learning media used in preschool classrooms are still limited in their integration of environmental education themes, particularly SDG 15 (Life on Land). Most of the learning media primarily focus on vocabulary introduction without linking the content to environmental awareness and children's daily experiences. Based on initial observation conducted at the TK Lab Undiksha, children showed greater interest in visual and interactive learning media, particularly storybooks with engaging illustrations and repetitive phrases. Teacher also expressed a need for engaging, age-appropriate learning media that can support vocabulary learning, student participation, and reading engagement during shared reading activities.

Based on these considerations, conducting a needs analysis is an important preliminary step before developing an SDG 15-based Big Book for preschool children. A needs analysis helps identify classroom conditions, student characteristics, teacher expectations, and the types of learning materials needed for English instruction. Therefore, this study aims to analyze the needs for developing an SDG 15 (Life on Land)-based Big Book to support English learning for preschool children through shared reading activities at TK Lab Undiksha.

METHOD

This study employed a qualitative descriptive design to analyze the development needs of the Big Book based on Sustainable Development Goal (SDG) 15 (Life on Land) to support English learning for preschool children through shared reading activities. This study was conducted at TK Lab Undiksha. It focused on identifying classroom conditions, student characteristics, learning needs, and teacher's expectations regarding the use of the Big Book in English learning.

The participants consisted of a preschool teacher and preschool students from TK A1 at TK Lab Undiksha. The participants were purposively selected because the teacher was directly involved in English learning activities and had experience conducting shared reading activities, while the students were the target users of the Big Book to be developed. Their participation was considered relevant for providing information regarding classroom conditions, learning needs, and the level of student engagement during English learning activities.

Data were collected through classroom observation and semi-structured interview. Classroom observation were conducted to examine the teaching and learning process, student engagement levels, classroom interactions, and the use of instructional media during English learning activities. Meanwhile, interview with teacher were conducted to gather more in-depth information regarding students' learning needs, limitations of existing teaching media, and the characteristics of media suitable for preschoolers.

The collected data were analyzed using thematic analysis. The analysis began with organizing and reviewing the data obtained from classroom observation and semi-structured interview. After understanding the data, the researcher identified and coded key information related to classroom conditions, student characteristics, learning needs, and teacher's expectations regarding the development of an SDG 15-based Big Book. These codes were then grouped into several themes representing the main findings of this study. Finally, these themes were interpreted descriptively to explain the need for Big Book development that supports English learning for preschool children through shared reading activities.

FINDINGS AND DISCUSSION

FINDINGS

Classroom Observation Findings

Classroom observations were conducted to identify classroom conditions, the availability of learning media, the implementation of shared reading activities, and student responses during English learning activities at TK Lab Undiksha. The results of the observation are presented in the following table.

Table 1. Classroom Observation Findings

Observation Aspect	Indicator	Findings
Availability and Quality of Reading Media	There is a sufficient variety of reading media available in the classroom, and they are in good conditions.	Reading media are available in the classroom. However, the quantity and variety are still limited. Some books are in good condition, while others are starting to show signs of wear.
	The text and illustrations are suitable for preschoolers.	The materials use simple vocabulary, short sentences, and colorful illustrations that are suitable for preschoolers.
	The reading materials allow all students to see the text and illustrations clearly during reading activities.	Some books have relatively small text and illustrations, making it difficult for all students to see the content clearly during read-aloud sessions. One of the books used is A4 size.

Teachers' Strategies in Shared Reading Activities	The teacher uses a shared reading strategy during reading activities.	The teacher led a read-aloud activity, pointing to pictures and text, asking simple questions, and engaging the students throughout the reading activity.
Students' Engagement and Responses	The students pay attention during reading activities by staying focused and not getting easily distracted.	Most students paid attention throughout the activity, especially when engaging illustrations and expressive reading were used.
	The students actively participate during the reading activity.	The students answered questions, repeated vocabulary, pointed to pictures, and interacted with the teacher during the shared reading activity.
	The students remain enthusiastic throughout the reading activity.	Most of the students remained enthusiastic from start to finish, although a few lost their concentration from time to time.
	The students are having difficulty with reading activities.	Some students have difficulty understanding vocabulary, following the storyline, and responding to instructions in English.
	The students respond enthusiastically to the reading activity.	The students seemed enthusiastic, happy, and engaged during the shared reading activity.
	The students are interested in the visually appealing stories and illustrations.	The students were very interested in the colorful illustrations, the various characters, and the visually engaging story.
	Students prefer interactive shared reading activities.	The students seemed more enthusiastic about activities that involved shared reading, engaging pictures, colorful illustrations and active interaction with the teacher.
Integration of Life on Land Values	Environmental values related to SDG 15 (Life on Land) have been integrated into the reading materials used in the classroom.	The environmental values related to SDG 15 (Life on Land) have not yet been sufficiently integrated into the reading materials used during English learning activities.

Based on classroom observation, it was found that preschool students showed a strong interest in visual and interactive learning activities. Shared reading activities encouraged student participation through asking questions, repetition, and interaction with illustrations. The use of colorful pictures and simple vocabulary also helped students maintain their attention and engagement during English learning activities.

However, the study also revealed several limitations in the existing learning materials. The available reading materials remain limited in both quantity and variety, and some books do not fully support shared reading activities in the classroom because the text and illustrations are too small for all students to see clearly. Furthermore, environmental values related to SDG 15 (Life on Land) have not been adequately integrated into the reading materials used in English language learning activities.

The findings also indicate that students prefer learning activities that involve engaging pictures, colorful illustrations, interactive storytelling, and active engagement with teacher.

Therefore, these findings highlight the need to develop a Big Book based on SDG 15 that is visually appealing, interactive, age-appropriate, and capable of supporting English learning among preschoolers through shared reading activities.

Teacher Interview Results

The interview was conducted with preschool teacher at TK Lab Undiksha to gain a deeper understanding of the implementation of shared reading activities, the level of student engagement in reading, the limitations of available reading materials, and the characteristics of the Big Book that align with SDG 15 for preschool children. The results of the interview are presented in the following table.

Table 2. Teacher Interview Results

Aspects	Result of Interview with Teacher
Implementation of Shared Reading	The teacher stated that shared reading activities had been conducted in the classroom through reading stories aloud and interactions between teacher and students during storytelling sessions.
Students' Reading Engagement	According to the teacher, most students showed enthusiasm and interest during the shared reading activities, especially when the stories were accompanied by engaging illustrations and interactive elements.
Students' Difficulties During Shared Reading	The teacher explained that some students had difficulty maintaining their concentration, understanding unfamiliar vocabulary, and responding consistently during reading activities.
Limitations of Existing Reading Materials	The teacher mentioned that the reading materials available are still limited in terms of quantity, variety, and visual appeal for shared reading activities in the classroom.
Factors Affecting Students' Engagement	The teacher stated that stories without illustrations and limited interaction can reduce students' active participation during reading activities.
Characteristics of an Appropriate Big Book	The teacher expected the Big Book to feature large illustrations, colorful pictures, simple vocabulary, repetitive language patterns, and a clear layout suitable for preschoolers.
Students' Preferred Story Topics	The teacher explained that the topics covered in the stories are usually based on the topics to be taught, and students are always interested in each story topic as long as the teacher interacts with them frequently. Examples of topics that have been covered in the stories include transportation and natural environment around the school.
Integration of SDG 15 (Life on Land) Values	The teacher explained that, to date, there are no teaching materials that integrate the values of SDG 15 (Life on Land) into English learning activities for preschool students.
Potential Use of Big Book	The teacher believed that using a Big Book featuring large illustrations, simple vocabulary, and interactive storytelling has the potential to improve students' concentration, participation, and interest in reading during shared reading activities.
Effective Shared Reading Strategies	The teacher considered interactive questions, expressive reading, repetition, and pointing to pictures and text to be effective strategies for keeping students engaged during shared reading activities.
Teacher's Role During Shared Reading	The teacher explained that guiding students by asking questions, providing simple explanations, and encouraging

	active participation helps students understand the story better and stay engaged during reading activities.
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Based on the findings of the interview, it was found that shared reading activities have been implemented in the classroom and are considered effective in supporting English learning and the participation of preschool students in class. According to the teacher, students tend to show higher levels of engagement when learning activities involve colorful illustrations, interactive storytelling, and direct interaction between teacher and students.

However, the interview also revealed several limitations in the existing reading materials. The available materials were considered ineffective for shared reading activities in the classroom due to their limited visual appeal, small illustrations, and insufficient interactive elements. In addition, the teacher explained that there are currently no learning materials that integrate the values of SDG 15 (Life on Land) into English learning activities for preschool students.

Furthermore, the teacher emphasized the importance of developing Big Book that are visually appealing, age-appropriate, and capable of supporting vocabulary learning and fostering students' interest in reading. Stories related to animals, nature, and environmental awareness are also considered suitable and engaging for preschoolers. These findings highlight the need to develop Big Book based on SDG 15 to support preschoolers' English learning through interactive shared reading activities.

DISCUSSION

The findings of this study indicate that shared reading activities play a crucial role in supporting English learning and the participation of preschool children in the classroom. Based on classroom observation and interview with teacher, students demonstrated higher levels of engagement during reading activities that included colorful illustrations, interactive storytelling, and direct interaction between teacher and students. These findings support the idea that early learners are more responsive to visual and interactive learning materials that align with their developmental characteristics (Alfakihuddin et al., 2024). The use of shared reading activities also encourages students to participate actively by answering questions, repeating vocabulary, and interacting with the teacher during storytelling sessions. These findings aligns with previous research showing that preschool children's engagement during shared reading activities is reflected through attention, participation, interaction with the teacher and the story, and responses to visual elements – all of which are positively associated with the development of early literacy skills such as vocabulary mastery and text awareness (Son et al., 2023).

The findings also indicate that the reading materials currently used in the classroom still have several limitations. These materials are limited in terms of quantity, visual appeal, and suitability for shared reading activities in the classroom. Some books have small illustrations and text, making it difficult for all students to see the content clearly during the reading process. These findings highlight the importance of developing large-format, visually engaging learning materials, such as Big Books, to support preschool children's interest and participation in classroom reading activities. Previous research indicates that the use of Big Book with large illustrations, physical movements, and interactive storytelling can enhance children's engagement, enthusiasm, enjoyment of learning, story comprehension, and vocabulary acquisition during shared reading activities (Rofiah et al., 2023).

Furthermore, this study found that environmental values related to SDG 15 (Life on Land) have not yet been integrated into the English learning materials used in the classroom. This finding indicates that environmental awareness has not been optimally introduced through English learning activities for preschool children. Integrating SDG 15 values into children's stories can provide meaningful learning experiences while fostering environmental awareness from an early age. Stories related to animals, forests, and nature conservation are also considered engaging and appropriate for preschoolers based on feedback from

teacher. These findings are supported by previous research stating that environmental education in schools remains limited to basic knowledge; therefore, more meaningful learning experiences through hands-on activities, character building, daily habits, and creative media such as storybooks are necessary to help children develop environmental responsibility and awareness (Mukhlis et al., 2024).

In addition, the teacher emphasized the importance of Big Book, which are designed with features suitable for preschoolers, including large illustrations, colorful pictures, simple vocabulary, repetitive language patterns, and interactive storytelling elements. These features are considered essential for maintaining students' attention, supporting vocabulary learning, and encouraging active participation during shared reading activities. Previous research indicates that the combination of large text, engaging illustrations, and interactive storytelling can enhance students' reading comprehension, vocabulary mastery, motivation, self-confidence, engagement, and active participation during reading activities (Jannah & Nuraini, 2025).

Overall, the findings of this study highlight the need to develop Big Book based on SDG 15 that are visually engaging, interactive, and tailored to the characteristics of preschool children. The integration of environmental themes into shared reading activities is expected not only to support English learning but also to foster environmental awareness and enhance reading interest among preschool children.

CONCLUSION

This study identified the need to develop an SDG 15 (Life on Land)-based Big Book to support English learning for preschool children through shared reading activities at TK Lab Undiksha. Findings from classroom observation and teacher interview indicate that preschool students demonstrate high interest and active participation during interactive reading activities involving colorful visuals, storytelling, and teacher-student interaction. However, existing reading materials remain limited in terms of visual appeal, interactivity, and suitability for whole-class shared reading activities, while environmental values related to SDG 15 (Life on Land) have not yet been integrated into the English learning materials used in the classroom. Additionally, teacher emphasized the need for visually appealing, age-appropriate Big Book featuring large illustrations, simple vocabulary, repetitive language patterns, and interactive storytelling elements to support student engagement in reading and vocabulary learning. Therefore, this study concludes that the development of an SDG 15-based Big Book holds strong potential to support English learning for preschool children while fostering environmental awareness through meaningful and interactive shared reading activities.

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