

Application of Media Big Book to Develop the Ability to Read the Beginning in Madrasah Ibtidaiyah

Agus Zainudin¹, Beby Dwi Febriyanti², Siti Zubaidah³

^{1,2&3} Universitas Islam Jember

e-mail: ¹guszain90@gmail.com, ²bebydwifut@gmail.com,

³zidah2100@gmail.com

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Abstract

This study aims to describe the application of big book media in helping students practice their beginning reading skills in grade 1 MI Al Marhamah Langkap Bangsalsari Jember. Big book is a book that is made in large size, accompanied by the help of pictures and writing that is larger than books in general. This research uses a type of qualitative research with a descriptive approach. The subjects in this study were teachers and students. The object of this research is the use of big book media to assist in the beginning reading skills of grade 1 students at MI Al Marhamah Langkap Bangsalsari Jember. Data collection techniques using observation, interviews and documentation. While the data analysis technique used is data reduction, data display and conclusion verification. It can be concluded from this research that using big book media can help students' initial reading skills at MI Al Marhamah Langkap Bangsalsari Jember, based on indicators of achieving students' initial reading skills, namely children are able to read writing in big book media, by mentioning syllables or spelling words, and also children are able to connect syllables into simple words, and most are trained to read simple sentences fluently.

Penelitian ini bertujuan untuk mendeskripsikan penerapan media *big book* dalam membantu siswa melatih kemampuan membaca permulaan di kelas 1 MI Al Marhamah Langkap Bangsalsari Jember. *Big book* merupakan buku yang dibuat dengan ukuran besar, disertai dengan bantuan gambar dan tulisan yang lebih besar daripada buku pada umumnya. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif. Adapun subjek dalam penelitian ini adalah guru dan peserta didik. Objek penelitian ini yaitu penggunaan media *big book* untuk membantu dalam kemampuan membaca permulaan siswa kelas 1 di MI Al Marhamah Langkap Bangsalsari Jember. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Sedangkan teknik analisis data yang digunakan adalah reduksi data, display data dan verifikasi penarikan kesimpulan. Penelitian ini dapat disimpulkan bahwa dengan penggunaan media *big book* dapat membantu kemampuan membaca permulaan siswa di MI Al Marhamah Langkap Bangsalsari Jember, berdasarkan indikator pencapaian kemampuan membaca permulaan siswa, yaitu anak mampu membaca tulisan yang ada di media *big book*, dengan menyebutkan suku kata atau mengeja kata, dan juga anak mampu menghubungkan suku kata menjadi kata sederhana, dan sebagian besar terlatih membaca kalimat sederhana dengan lancar.

Keywords: Media; Early Reading; Big Book



Introduction

The ability to read is a crucial ability that every individual must possess. Even this ability is now a hot topic that all parties are working to improve through the literacy movement. Reading is a thought process that includes understanding, telling, and interpreting the meaning of written symbols by involving vision, eye movement, inner speech, and memory (Harianto, 2020). The primary purpose of reading is to obtain information. However, to arrive at the stage of getting such information, it is necessary to have the ability to understand the meaning of each written sentence. The fact is that human efforts to have every such ability do not have to go through a learning process. Thus, learning to read can be divided into two, namely, initial reading and advanced reading. Beginning reading is usually given in the elementary grades, whereas advanced reading will be provided in the high qualities of elementary school.

The ability to read in Indonesia still needs to be improved. Based on the results of research by PISA on the reading ability of Indonesian students in 2018, Indonesia ranked in the bottom 10 of 79 participating countries. The average reading ability of Indonesian students is 80 points below the OECD average. The power of Indonesian students is also still below that of the captain students in ASEAN countries. Indonesian students' average reading, math, and science skills are 42 points, 52 points, and 37 points below the average of ASEAN students (Nur'aini, dkk., 2021).

Based on the above data, Indonesia at this low level should undoubtedly be the concern of all, especially academics in educational institutions. Therefore, if the student's reading ability is low, it can lead to difficulty understanding a text and, ultimately, a lack of information/insight obtained. Including reading activities is the basis for mastering other areas of knowledge. Most children will begin learning to read when they enter elementary school through formal learning activities. However, not all children have the same ability to learn to read quickly.

The process of learning to read this beginning is given through Indonesian subjects. The essence of this subject is that students are to be able to communicate both orally and in writing. Thus, Indonesian lessons become a bridge for students to learn other fields of knowledge. In the 2013 curriculum, the Ministry of Education and Culture placed Indonesians as carriers of knowledge (Winda, 2016). The ability to read at the beginning of elementary school leads students to literacy, where they can recognize letters, distinguish them, and identify and string letters into syllables to words or sentences (Yuliana, 2017). As important as learning to read is, it is necessary to think about the best way for students to like their learning activities. Teachers must consider various kinds of efforts so their students will eventually like reading activities. The reason is that the early age of the low class is the age of children who are still in a fast learning period.

The effectiveness of the teaching and learning process is greatly influenced by the factors of the methods and learning media used (Rohani, 2020). Learning Media is a tool that can help the teaching and learning process so that the message's meaning becomes more apparent and the purpose of education or learning can be achieved effectively and efficiently (Nurrita, 2018). Therefore, teachers must be able to choose and use the media carefully so that the learning objectives can be achieved according to the expected results.

Some facts that cannot be denied are the implementation of classroom learning so far; teachers have only relied on textbooks purchased by institutions from publishers. Learning takes place guided by the contents of the reader. However, textbooks do not always correspond to students' conditions in each school's classroom. If this initial reading learning is also focused on the books the school provides, students can experience a tedious learning process. Because most teachers will consider it sufficient to give lessons from what is conveyed in the textbook so that other efforts by teachers to adapt learning to student needs are neglected.

Teachers should be facilitators who support each student's learning process. Being a facilitator must be sensitive to the needs of learners. Prepare fun classroom conditions, pack meaningful learning, and always provide motivation to learn for all students. One of the efforts that teachers can make to help students' learning process, in this case, is the mastery of the ability to read the beginning to prepare reading media assistance that is interesting and different from textbooks that have been commonly seen and used by students. The big book is a picture book chosen to be raised that has unique characteristics. Namely, there is an enlargement of both text and images (Madyawati, 2016). A big book is undoubtedly different from books in general. Being made in large sizes will make it easier for students to see the text, and images help visualize the contents for the reader to make it easier to understand. Generally, big books are used for preschool children. Contains more pictures than text.

The first grade in elementary school is a transition of children from preschool to be ready to enter the natural school environment. The age of first graders more or less still has similarities with the age of preschool children. That characteristic can be seen in his interest in something colorful, and some images help visualize the book's content, coupled with the presence of writing in short sentences. Big book Media is undoubtedly interesting for low-grade students because students will enjoy reading storybooks with lots of pictures, colors, and extensive reports (Prawiyogi et al., 2021). Thus, this big book can be seconded to learn to master the ability to carry early. Based on a literature review of the relevant research, an idea was obtained that the Big Book has been widely used and utilized by early childhood teachers and even elementary school or Madrasah Ibtidaiyah teachers (Tatminingsih, 2022). Of course, what distinguishes the Big Book preschool is the presence of more text than pictures.

The reading ability of first graders MI Al Marhamah step has not yet achieved fully fluent reading results. Some students still have limited reading skills and even stop when they come across words with complex letter arrangements, such as consonant combinations. Obtained information that the class teacher has not tried as much media in the learning process. The medium used is simple, and the book is called a smooth reading book, in which there is small writing and there are also some pictures that are not colored; the teacher also uses the blackboard. This makes students quickly feel bored when learning to read early.

Several similar studies were conducted by Evi Khudriyah and Ganes Gunansyah (2018) titled "The Use of Big Book Media on Critical Thinking of Fifth Grade Students of SDN Rangkah 1 Surabaya". The study also used big-book media, but the goal was to look at students' critical thinking skills. Another study was also conducted by Lesi Mardiyanti et al. (2022) with the title "Efforts to improve reading comprehension skills using Sukuraga's Big Book Media in elementary school." The research was of the PTK type, with a focus on improving reading comprehension. The similarity between the two studies with this study is that both utilize the big book media. However, the difference is the direction and purpose of this study are to help students read more fluently and encourage students to prefer reading activities through new reading media experiences. Based on the above conditions, the researchers chose to use Learning media that are more interesting than the learning obtained by previous students. The medium used is the big book. This study aimed to describe the use of big book media and evaluate the results of applying these media. Evaluation is a process of assessment carried out to obtain an idea of the success of an action (Anwar, 2021).

Research Methods

This study is a descriptive qualitative research that describes the process of applying the big book to help hone students' ability to read from the beginning. The type of research is Field

Research. The location of this study is in the formal education institution MI Al Marhamah Langkap, Bangsalsari District, Jember Regency. The subjects in this study were Grade 1 students MI Al Marhamah Langkap Bangsalsari Jember, a total of 25 people, consisting of 12 male students and 13 female students. Data collection techniques used in this study were conducted by observation (observation), interview (interview), and documentation. Based on this explanation, the researchers used the analysis during the Miles and Huberman Model field, namely data reduction, data display, and conclusion drawing/verification. I was testing the validity of the data using triangulation techniques. Triangulation can be interpreted as a method to check the validity of data/information by using something outside the info to review or as a comparison against the information (Moleong, 2016). Triangulation is the triangulation of the source by confirming the results read by students with other sources, namely the teacher, to ensure positive change. The second triangulation using triangulation techniques, namely the results of data obtained from observations during student reading activities, rechecked the relationship with the data results through interviews and documentation of student reading ability recording results.

Results and Discussion of Findings

Learning to read the beginning using the big book media is a way to actively involve students by forming them into groups with reading activities, followed by reading in turn. The text presented in the big book media is a text in the form of short sentences because of the implementation of learning in this study, students in conditions that already know the primary form of letters and series of letters that form words. Big Book Media was made to adjust to the thematic subject matter, focusing on living and non-living objects.

Application of reading activities with Big Book Media

It is known that the results of the analysis at the time of the initial observation of first-grade students in MI Al Marhamah concurrently in the activities of this study already had the initial ability to read, namely:

Tabel 1. Aspects Of Beginner Reading Ability

No.	Ability Aspects	Access	Number Of Students
1	Get to know the letter symbol	100%	25
2	Recite the symbol of the letter	100%	25
3	Reading syllables	100%	25
4	Read the word	80%	20
5	Reading sentences	80%	20

The class students are already at the level of knowing the letter's symbol, pronouncing the letter's character, and reading the syllables. All have reached that ability. However, reading words and sentences still needs to be improved, and this needs to be trained. Initially, students who cannot read terms and sentences get exercises through joint reading activities to recognize and read times. This is also facilitated by the presence of images that help visualize word recognition. Students who have not been able to read short sentences will also be given an auxiliary stimulus through reading activities together and take turns to make it easier for them to recite each sentence more smoothly.

Thus, the provision of big book media is adjusted to the initial conditions of students by considering this. The text in the book is presented in the form of short sentences. Implementing big book media is the same as learning in general, which begins to be used when entering the core learning activities. Big book Media used there is only one book. The flow of learning activities is as follows:

First, the teacher formed two groups of students: men's and women's groups. Then, the teacher briefly showed the big book media to attract students' attention, accompanied by questions about previous learning. Then, the teacher opens each sheet of the big book to increase student focus. The teacher re-instructs the relationship of big book media with reading activities related to themes and subthemes that students will learn. Furthermore, the teacher showed the front cover of the press and invited students to read along with the writing on the picture book on the surface of the big book media. Followed by an explanation of the flow of learning activities with big book media.

The teacher began to read the text in the big book by opening each page and pointing to the words read. Interrupted by reading activities, teachers also conduct question-and-answer activities related to the images on each page. All students in the group watched the teacher read to completion. After they finished reading, the teacher asked questions about the contents of the big book media, and the students enthusiastically answered them. The teacher appreciates all the answers of the students by praising them.

Still in his group, further reading activities began to involve students. The next step is to do the reading activity with the teacher reading the first sentence, followed jointly by all students until it is complete. In this activity, the teacher continues to read the text while pointing to the part of the sentence being read. The teacher still means to the reader when it is the student's turn to follow. The teacher will pay attention to each student's speech, and if there is a mistake or students can not follow the reading, they will be explicitly asked to follow with guidance on the spot. After the reading activity, students were asked to observe each image designated by the teacher and tell the contents of the image, followed by questions and answers related to the image and strengthening the material from the media.

The next significant book-reading activity began to increase the activity of students in groups. The teacher handed the big book to each group. In turn, students in each group are allowed to read individually. This reading activity is certainly still accompanied by the teacher, and if there are difficulties or reading errors, they can be corrected by his friend or teacher. The role of the teacher in this activity is to pay attention to each student's reading ability and reaction.

The teacher did a reflection together using the big book at the end of the learning activities. In this activity, the teacher asked questions about what the students learned today and how the children felt when comparing two types of objects, namely living objects and non-living objects, and most importantly, asked how they felt reading using the big book that they had never done before. This Big book makes students happier in the learning process because it is exciting and brings them closer to loving reading activities.

The results of students' reading ability using big book media can be categorized in the following table:

Tabel 2. Reading Ability Results

No.	Indicators	Description
1	Reading syllables by spelling	2 students
2	Memorized letters are not fluent in reading	3 students
3	Fluent in English both oral and written	20 students
Total		25 students

Based on the results of learning activities assisted by big book media, there is a positive change in ability. Students are motivated by the presence of new media that they have never used before. With the emergence of that motivation, the students become more enthusiastic to learn to read together. Students who initially cannot read words and sentences fluently become interested

in learning with extensive text offerings, color, and assisted images. Training students who cannot read is also assisted by reading activities carried out jointly and in rotation. Thus, with such learning activities, students first get information from words and sentences that are difficult to read based on their respective versions. Students who are already at the level of being able to read sentences also become happy to read because the media is much more interesting, so at different times, they always want to do reading activities.

Evaluation of the results of Reading and application of the Big Book

Using big book media to train reading skills, Grade 1 students showed more enthusiasm. They seem excited and motivated since the teacher shows the press before the class. The results of this reading activity can also ensure teachers have information about their students ' abilities in the middle of the second semester of 2022-2023. The results of 25 students, 20 students have increasingly demonstrated fluent reading. But there are still 3 students who read it still stammered and 2 students who still need guidance from the teacher because how to read sentences is still by reading syllables.

The application of big-book media also has the findings of advantages and disadvantages obtained from observations. The benefits found by researchers are from the character of the big book: (1) students quickly see the image text that helps their understanding of the text read large so that all students in the class can see it, (2) the material in the big book is presented concisely and clearly in the form of pieces of simple sentences so that students can easily read it, (3) because the big book is made using colorful paper, this encourages the spirit and motivation of students to want to read. When taking turns to read individuals in groups, students are impatient with their kindness, (4) the capital used to make the big book is not so expensive.

The shortcomings that arise when using the big book are (1) for students who need to be more fluent in reading or are still in the process of spelling, this will make it difficult for them because the presentation of the text is in the form of simple sentences. (2) Big book, there is only 1, while the number of students is as many as 25 people, and each group uses only one book in turn, so the process requires a lot of time. (3) the arrangement of the contents in the big book is not yet neat to paste, and because the contents of the text and images are printed using ordinary HVS paper, when the students are in, some parts are slightly torn.

Discussion of Findings

Based on the results obtained, there is an increase in the ability to read at the beginning of the students, as indicated by the activity of reading short sentences. Early before learning to read with big book media, 60% of first-grade students have not been able to read words and sentences. This is due to the need for more motivation built from students and teachers. However, after learning by utilizing the media big book, a change for the better.

Tabel 3. Changes In Initial Reading Ability Results

No.	Ability Aspects	Early	End
1	Get to know the letter symbol	25 students	25 students
2	Recite the symbol of the letter	25 students	25 students
3	Reading syllables	25 students	25 students
4	Read the word	20 students	23 students
5	Reading sentences	20 students	23 students

This initial change in reading ability appears in the ability to read words. Three students experienced an increase in reading the word more fluently, although two students read the comment by pronouncing the syllable/spelling. The difficulty that students usually face when meeting the combination of consonants ng and ny is sometimes difficulty distinguishing.

However, the help of some pictures makes it easier for them to pronounce the word more accurately for the combination of consonants because assisted with photos, the concrete existence of words containing *ng* and *ny*, such as birds and mosquitoes.

While the ability to read sentences also increased by three students. This certainly relates to students' knowledge of reading the word because a sentence combines two or more words that produce an understanding (Ilham, 2023). When the student can fluently read the word, he can read the whole sentence. Regarding the overall reading ability of 25 students, five students need to be helped and improved. Based on Table 2 above, the five students are familiar with and can pronounce the letters but can not read the word fluently, so the process needs to spell each syllable slowly.

Implementing learning using big book media to train reading skills in class, I students MI Al Marhamah are concurrently able to provide new and different experiences for them. The child shows a learning spirit and does not complain when instructed to read in individual turns. The big book media provided needs to be adjusted to the content of the lesson material so that it does not require students to read, but the contents are made with the order of the themes that students are learning. Making your media certainly has a lot of advantages because it only requires a little capital and can take advantage of waste paper.

Using big book media for reading activities begins with the essential thing: putting students as listeners first and slowly increasing independent reading activities. So that if there are students who are not yet able to read, they get initial practice from reading activities together. The role of teachers is also crucial in assisting students and guiding students who still need to be fluent or even able to read. Based on the findings of weakness, the next thing to consider is to improve the quality of the material and stick neatly so that it is not easily damaged when used by students. If some students need to be fluent in reading or are still in the spelling stage, the teacher can create a big book auxiliary media containing material with text offerings that can be made in the form of words or syllables. The number of significant books provided needs to be adjusted to the number of students so that time is much more efficient and the learning process can be carried out faster.

Conclusions And Suggestions

Big book Media can greatly assist Grade 1 students in helping students' initial reading skills. In other words, The Learning media big book media is considered worthy of being used as one of the media to assist teachers in learning to read the beginning of the Indonesian language subjects low grade to improve the quality of learning to achieve the desired learning goals. After the research described above, this is evidenced by an increase in the reading ability of students who initially could not read words and sentences and an increase of 3 students who, in the end, can read words and sentences more smoothly. This happens because the teaching and learning process is enjoyable and active, so there is interaction between students and teachers by following what the teacher reads, reading together, and practicing reading individually in groups. Using the Big Book media makes students curious about learning the lesson rather than the previous reading media provided without color and standard size.

As for the recommendations for further Research, Research on media can help improve students' reading skills. So, with the use of exciting media, research can be done on learning to read media that makes it easier for students and encourages their spirit to study harder.

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