

DEVELOPMENT OF BIG-BOOK MEDIA ON EARLY READING LESSON AT GRADE I OF ELEMENTARY SCHOOL

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PENGEMBANGAN MEDIA BIG BOOK PADA PELAJARAN MEMBACA PERMULAAN DI KELAS I SD

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ABSTRACT

Abstract: This paper discusses developmental research. The aim of the research was to find out the validity of big-book media in early reading lessons for students in grade 1. The research was conducted at SDN 008 Gunung Mulya, SKPA street of Gunung Mulya, Mount Sahilan sub-district, Kampar in Riau Province. The stages of the research were modified analysis, design, and development of the ADDIE development model. The research indicates that the validity of the big book media is a very valid category without revisions. It is based on the result of validation by material experts, linguists, and design experts. In terms of the material aspect, the percentage is 96.87% with a very valid category. The language aspect indicates 92.50% with a very valid category. And the design aspect reveals 96.25% with a very valid category.

Keywords: big book media, early reading lesson, elementary students

Abstrak: Artikel ini membahas penelitian pengembangan. Penelitian bertujuan untuk mengetahui validitas media big book membaca permulaan untuk siswa kelas 1. Penelitian dilaksanakan di SDN 008 Gunung Mulya, jalan SKPA, Kel. Desa Gunung Mulya, Kec. Gunung Sahilan Kab. Kampar, Provinsi Riau. Tahapan penelitian adalah analisis, desain, dan development yang dimodifikasi dari model pengembangan ADDIE. Hasil penelitian ini menunjukkan bahwa validitas media big book memperoleh kategori sangat valid tanpa revisi. Ditinjau berdasarkan hasil validasi oleh ahli materi, ahli bahasa, dan ahli desain. Pada aspek materi, persentase diperoleh 96,87% dengan kategori sangat valid. Aspek bahasa sebesar 92,50% dengan kategori sangat valid. Dan aspek desain 96,25% dengan kategori sangat valid.

Kata Kunci: media big book, pembelajaran membaca permulaan, siswa sekolah dasar

CITATION

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INTRODUCTION

Learning, according to Majid (2020:21) is the process of making people learn. Teachers and students are the two actors who carry out the learning activities. A teacher is a very decisive component in implementing a learning strategy. In addition, as a student, he is trying to find information, solve problems, and express his opinion. Subandi (2014:19)

says that in the teaching or teaching and learning process, the teacher plays an important role as a director as well as an actor, in the sense that it is the teacher's job and responsibility to plan and implement teaching in schools. Therefore, as a teacher, we must be able to generate activities that help students improve learning methods and results in order to achieve the learning objectives to be

achieved after the learning process and can be completed as determined (Usaid, 2014: 43).

According to Kustandi, Cecep, and Sanjaya (2016:59-60), arning media is a tool that can help the teaching and learning process and serves to clarify meaning messages conveyed, so as to achieve learning objectives better and with perfection," because the main function of learning media is to assist teachers in delivering material and to help students make it easier to understand the material. One of the media that can be used for learning is the Big Book. According to Hasanuddin (2017: 216), students learn to read by learning how to remember and repeat reading. Many educational experts state that big media books are very good to use in the early grades because they can help increase interest in reading among learners.

The "Big Book," according to Sulaiman Umar (2017: 193), is a reading book that has large letters and pictures. The Big Book has special characteristics that are raised, both in text and pictures, thus enabling joint reading activities between teachers and students. Big Book for Beginning Readers shows teachers how to use Big Book to enhance the experience of reading aloud, the errors and correctness of writing and illustrations in large sizes, ideas for displaying books (views of book packaging), and activities using a ledger.

The Sourcebook for LPTK Lecturers (2014) in Anggraeni (2016: 87) explains that Big Book is a reading book that has a large size, writing, and pictures. The size of a large book can differ from that of an A3, an A4, an A5, or a newspaper. The big book size should be considered considering the readability of all students in the class.

A big book is a medium that has special characteristics that are raised, such as text and images, and has special characteristics in terms of image shape and color. So that in the learning process, there are shared reading activities between teachers and students. In this Big Book medium, it has special

characteristics, such as being full of colorful, attractive images (Gunawan, 2015) in Kiromi & Fauziah (2016: 50).

Beginning reading is a stage of the process of learning to read for students in elementary school, especially in the first grade. The students in the class learn to read to gain knowledge, master reading techniques, and capture the contents of the reading. That's appropriate with Susanto's statement (2011: 83), which states that reading from the beginning is reading programmatically taught to students. This program is an early stage in learning to read that is focused on recognizing symbols or signs related to the letters through interesting activities as a medium of learning.

The ability to read is one of the keys to students' success in making progress. Students who have adequate reading skills will find it easier to find information from the various written sources that they read. So that's ability. Reading should be emphasized as early as possible at the elementary school level. Efforts to develop and improve reading skills are done through learning in schools, which is the first experience. Beginning reading is taught in the first grade, which aims to give students the ability to understand and voice writing with a reasonable intonation as a basis for further reading. Based on the description above, it can be concluded that she has this ability. Beginning reading is given in the early grades, and in the first grade, the teacher must teach more mature readers to continue the stage of advanced reading.

The research approach that is used in media development learning, namely research and development (R&D), is a research method used to produce certain products and test their effectiveness (Sugiyono, 2014: 407). In this development, research can produce good products for device learning.

Based on the results of interviews with first grade teachers in SDN 008, Gunung Mulya stated that there are still some students who have difficulty reading. The students who are still not able to read are caused by a lack of

attention and enthusiasm during learning and also by the media used previously, namely only printed books. As a result, the students' participation is not enthusiastic, lacks attention, and is not focused on learning to read. Therefore, their ability to read is halting.

Based on the problems that have been described, the researcher tried to provide an alternative solution to this problem by developing Big Book media for beginners in reading in the first grade. The development of this medium is expected to help increase students' reading interest and student learning interest so that it makes it easier for teachers to deliver learning to read. Then, what do researchers do to make learning different, namely the development of new learning models and learning media that can assist students in early reading learning activities?

THEORETICAL SUPPORT

Definition of Learning Media

According to Arsyad, Azhar (2016) media is a component of learning resources that contains instructional material in the student environment that can stimulate students to learn. Media is often interpreted as an intermediary for communication between teachers and students for the sake of creating effective and efficient learning. The existence of appropriate media in learning will create interesting learning activities to generate high enthusiasm in students so that student learning outcomes can be achieved as desired. In other words, learning media is a tool that can help the teaching and learning process and function to clarify the meaning of the message conveyed so as to achieve the learning objectives better and more perfectly.

According to Arsyad and Azhar (2016), the benefits of learning media include: (1) learning media can clarify the presentation of messages and information so as to facilitate and improve learning processes and outcomes; (2) learning media can improve and direct the attention of students so that it can lead to more direct interactive learning motivation between

learners and the environment and the possibility of learners to learn independently according to their abilities and interests; and (3) learning media can overcome sensory limitations, space, and time. Learning media can provide participants with the common experience of being educated about events in their environment.

According to Akbar in Indahsari et al. (2019: 545), the selection criteria for media must pay attention to five criteria. For that, there are several criteria that need attention in the selection of media, namely:

1. The compatibility of media with learning objectives
2. The efficiency and effectiveness of media utilization
3. The compatibility of media with learning resources
4. The ability of the media to develop a pleasant learning atmosphere
5. The quality of learning media

Types of learning media according to Nur (2016: 11), namely in the form of pictures, models, overhead projectors (OHP), and real objects. Meanwhile, according to Isnaeni and Hidayah (2020: 154), learning media consist of three types, namely: (1) visual media, namely media that can be seen. This media is in the form of pictures, photographs, posters, magazines, and others that can be seen through the sense of sight. Big Book Media includes visual media in the form of images; big books are books that are large, written, and full of colors; (2) Audio media is a medium that can be heard. This media is in the form of music, recordings, and others that can be heard through the sense of hearing; (3) audiovisual media, which is media that can be seen and heard simultaneously, usually in the form of a video.

Big Book Media

According to Sulaiman Umar (2017: 67), a "big book" is a learning medium in the form of reading books that have large size, writing, and pictures. Big Book Media has

special characteristics, both the text and the images, so that it is possible to have joint reading activities between teachers and students. Teachers can choose the Big Book that contains stories and topics according to the theme of learning. In fact, teachers can make their own Big Book according to the characteristics and needs of their students. Big book media is usually printed in large sizes. Big Book sizes can vary, for example, from A3, A4, A5, or the size of a newspaper. The Big Media Book is very suitable for low-class students because it has characteristics that match their needs.

Learning to Read

Learning to read is the same as learning language skills such as listening, speaking, and writing (Rozak, 2014: 125). In reading activities or learning to read, many aspects of the reader are involved, just like other language skills. According to Gustiawati et al. (2020: 355), reading is a means to learn something so that it can expand knowledge and explore messages written in reading materials. However, reading is not an easy job to do and requires guidance through the right learning process.

Behind the reading activity there is a more specific purpose, namely pleasure, knowledge improvement, and being able to do a job. In reading activities, apparently not, it is enough just to understand what is written in writing, so reading can also be considered a process of understanding something that is implied in what is written. It means understanding the thoughts contained in the written words. The relationship between the meanings you want conveyed by the author and the understanding of the reader determines the accuracy of the reading. Reading can make it easier for students to understand something that has been read. Reading will increase one's insight and knowledge.

Early Reading

According to Mustikawati (2015: 45), early reading is a stage of the learning process for early grade students. Learners learn to acquire abilities, master reading techniques, and capture the contents of the reading well. Therefore, the teacher is necessary in designing learning to read well to foster reading habits that are fun. At the initial reading level, the reader does not yet have Reading skills at this level are language learning activities. Early reading is applied in elementary schools when entering the first and second grades, starting with reading letters, words, and simple sentences and focusing on the accuracy of voicing writing so that students can read fluently.

METHOD

This research is a type of development research. The research model used is research and development (R&D). According to Sugiyono (2015:407) in research and development metdhos. The product developed in this research is Big Book Media. This research was conducted at SDN 008 Gunung Mulya, Jalan SKPA, Desa Gunung Mulya Village, Mount Sahilan sub-district, Kampar District, Riau Province. The 5 stages of development, namely analysis, design, development, implementation, and evaluation. However, researchers limit the stages of development to the development stage. The primary data in this study is sourced from teachers and students at the analysis stage and from the validator at the development stage. Secondary data in this research is derived from journals and books. Data collection techniques used in this research include interview techniques and validation questionnaires. The research instrument used is an interview sheet and is used to obtain data on the validity and practicality of data collection techniques in the form of a questionnaire with a Likert scale. The data analysis technique used is an analysis of qualitative data obtained from the results of interviews and suggestions for comments

given by the validator, while the quantitative data analysis was obtained from the validation

RESULTS AND DISCUSSION

The product resulting from this research and development is in the form of big book media for first graders learning to read. Researchers created this product to serve as an alternative learning tool that teachers can use during the learning process. Presentation of the results of research and development that researchers do by following the ADDIE (analysis, design, development, implementation, and evaluation). In the research conducted, the researcher limited the research only to the stage of development. The development of big book media is carried out in several stages, as follows:

Analysis Stage

The results of the needs analysis are used as a reference in the development of this big book medium. They were obtained based on an analysis of the needs of teachers and students. At the stage of analysis, the researcher conducted interviews with the first-grade teacher at SDN 008 Gunung Mulya. The researcher gets information about the media needed by the teacher. The media needed by the teacher is an interesting learning medium because, at the time of learning, it was not used, so students were not enthusiastic about learning. Teachers need interesting media for students to be interested in reading skills and not get bored reading long texts. Therefore, the researcher tries to provide an alternative solution to the teacher's opinion by developing big book media in early reading learning for students in the first grade of SDN 008 Gunung Mulya. In the student needs analysis stage, the researcher conducted interviews with two students in the first grade of SDN 008 Gunung Mulya. The researcher obtained information regarding the learning media they want, while the description is of the media learning that is close to the student environment, adjusting student characteristics, interesting pictures, and

scores of material experts, linguists, and design experts.

interesting stories so that students are enthusiastic about learning and start reading. Readings that are not dominant with text but have interesting pictures. Therefore, the researcher tried to provide alternative solutions to students' opinions by carrying out the development of big book media in learning to read for beginner first grade students of SDN 008 Gunung Mulya.

Design Stages

The design stage is the second stage in development research. In this stage, researchers design products according to needs. This big book media design developed by the researcher is detailed with product specifications as follows: (1) preparation of manuscripts, namely making stories and material that will be developed in big book media; and (2) designing the image and coloring the image. The images used in the big book media are images designed by researchers and not obtained from Google.

Development Stages

The development stage is the stage used to determine whether the medium is valid or not. A big book has been developed as a medium for the learning process. Researchers do validation and revision by expert review, including 2 material experts, 2 linguists, and 2 design experts. Validation by a predetermined expert review aims to determine the advantages and disadvantages of the media's big book. Pre-reading and validation were also carried out to revise deficiencies in the media big book, which was developed in accordance with the advice of experts.

In material validation, material experts provide an assessment of the content and material aspects of a large media book. The results of the assessment of the content and material aspects can be seen in Table 1.

Table 1. First Expert Validation Result of Big Book Media Material

Validator	Empirical Score	Maximum Score	Percentage	Category
A	21	32	65.62%	Valid
B	30	32	93.75%	Very Valid
	Mean Score		79.68%	Valid

After the Big Book media was repaired based on the suggestions and comments obtained from the results of the first validation, the second validation was carried

out. As for the results of the assessment of aspects of the content and material on Big Book media for the second validation, they can be seen in Table 2.

Table 2. Second Expert Validation Result of Big Book Media Material

Validator	Empirical Score	Maximum Score	Percentage	Category
A	30	32	93.75%	Very Valid
B	32	32	100%	Very Valid
	Mean Score		96.87%	Very Valid

Overall, the average value of the two material expert validators is 96.87%, with a very valid category without revision. So, it can be concluded that big book media is feasible to use without revision.

Next is language validation, where linguists provide an assessment of aspects of the use of language in the developed big-book media. The results of the assessment of the language aspect can be seen in Table 3.

Table 3. First Expert Validation Result of Language Aspect on Big Book Media

Validator	Empirical Score	Maximum Score	Percentage	Category
A	30	40	75%	Valid
B	34	40	85%	Very Valid
	Mean Score		80%	Valid

After the big book media was repaired based on the suggestions and comments obtained from the results of the first validation, the second validation was carried out. The

results of the assessment of the language aspect of big book media for the second validation can be seen in Table 4.

Table 4. Second Expert Validation Result of Language Aspect on Big Book Media

Validator	Empirical Score	Maximum Score	Percentage	Category
A	38	40	95%	Very Valid
B	36	40	90%	Very Valid
	Mean Score		80%	Very Valid

Overall, the average value of the two linguist validators is 92.5%, with a very valid category without revision. So, it can be concluded that the big book media developed is suitable for use. In design validation, design

experts provide an assessment of the appearance aspects of the media developed. The results of the design aspect assessment can be seen in Table 5.

Table 5. First Expert Validation Result of Design Aspect on Big Book Media

Validator	Empirical Score	Maximum Score	Percentage	Category
A	31	40	77,5%	Valid
B	30	40	75%	Valid
	Mean Score		76.25%	Valid

After the big book media was repaired based on the suggestions and comments obtained from the results of the first validation, the second validation was carried out. As for

the results of the assessment of design aspects on large book media for the second validation, they can be seen in Table 6.

Table 6. Second Expert Validation Result of Design Aspect on Big Book Media

Validator	Empirical Score	Maximum Score	Percentage	Category
A	39	40	97.5%	Very Valid
B	38	40	95%	Very Valid
	Mean Score		96.25%	Very Valid

Overall, the average value of the two linguist validators is 96.25%, with a very valid

category without revision. This can be seen in Figure 1, as follows:

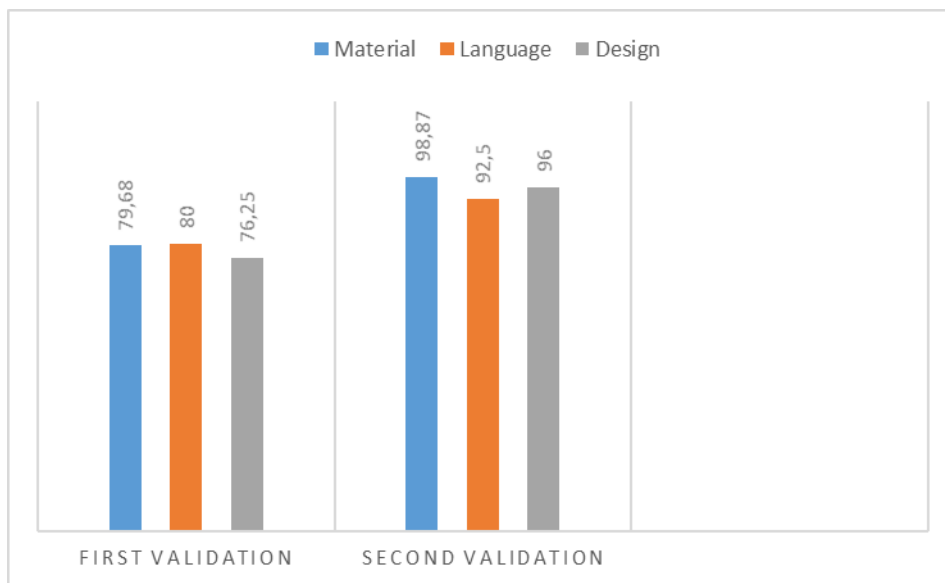


Figure 1. The Result of All Aspects Assessment Validation

Furthermore, a comparison of the results of the assessment in the first validation

and the second validation can be presented in the following figure:

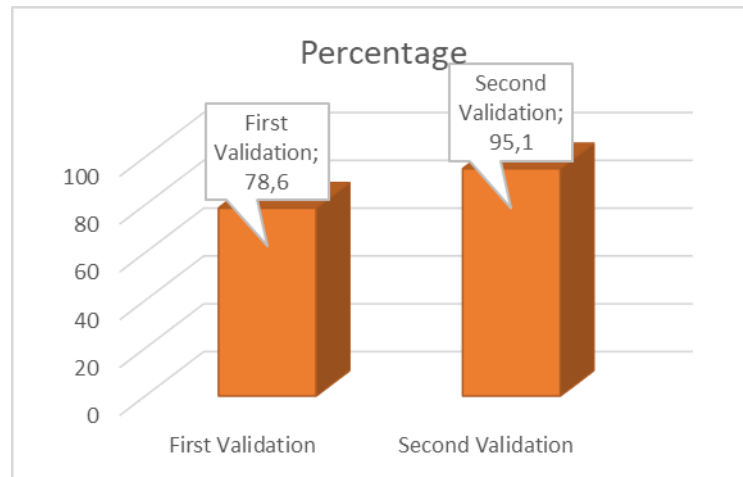


Figure 2. The Result Comparison First and Second Validation

Based on Figure 2, the average value in the first validation was 78.6% with valid categories, and in the second validation, an average value of 95.1% was obtained with very valid categories. This increase can occur because the process of developing big book media validity is done through a series of revisions from the validators.

The use of big book media in early reading learning can improve the process of learning to read the beginning and the ability to read the beginning. Media use in early reading learning begins with inviting students to predict story content based on observations of the illustrations on the cover page. This activity serves to activate students' knowledge. The student's prediction is written on the board. The teacher reads the big book with the right intonation and pronunciation and points to each word. Through this modeling, students are encouraged to be able to read as they are exemplified by the teacher. The activity of pointing to the word that is read aims for students to know the writing that is being read by the teacher while at the same time listening to how the teacher pronounces it (Aulia, 2021:3270).

Big-book media has advantages when used in learning to read. Abidin (2015: 270) states that "through reading the big book,

students can connect the text with the way it is pronounced. This can happen because in the big book, in addition to containing illustrations, images are also accompanied by text of a large size, which facilitates students' connecting the text by saying the words.

The results of this study were strengthened by the results of research conducted by Anis Sitalawati et al. (2022: 776). The media developed is big book media for learning to read at the beginning of class I, SD Negeri 2Wiyurejo Pujon. This medium is in the form of an A3-sized ledger that contains 40 pages. Big Book Media contains methods for reading the alphabet, and SAS presents a short story about the activities in the evening. Based on the validation carried out, media experts received a percentage value of 98.4% included in the category very valid," material experts received a percentage value of 91.6% included in the category "very valid, and the user got a value of 93.1% in the very valid category. Results from a response questionnaire distributed to students to assess the attractiveness of the media to get a value of 97.5% are included in the very attractive category and can be used without any revision. Apart from that, the results of research conducted by Antariani et al. (2021: 473) in development research and big book media

have a level of validity with good qualifications. This is indicated by the acquisition of an average big book media validity score with a very high validity value. So that big book media is very suitable to be used to improve children's early reading skills. By using big book media, learning activities will go according to the plan expected by the teacher because this big book media can stimulate various aspects of the child's development. Teachers are also required to understand the instructions for using the media in advance so that the media can be used more optimally and achieve the learning objectives desired.

CONCLUSIONS AND RECOMMENDATIONS

This big book reading medium is developed with the first step of manufacturing script, namely making stories and material that will be developed in big book media. The second step is to design the image and give it color. Images used in big-book media are designed by researchers and not obtained from Google. Media The big book developed must go through a validation stage that includes six experts, consisting of two material experts, two language experts, and two design experts. Quality-based module character education has reached the standard of learning feasibility based on the results of expert assessments by materials, linguists, and design experts. The validity of the big book media is a very valid category without revision based on the review results of validation by material experts, linguists, and design experts. On the material aspect, we get a percentage of 96.87% with very valid categories, language aspects of 92.50% with very valid categories, and design aspects of 96.25% with very valid categories. Then there is an average increase from validation. First-to-second validation is seen in the value of the first validation, which is 78.6%, while the second validation obtained an average value of 95.1%. It is suggested to teachers and students that they keep using this

medium so that it can help improve student learning outcomes and facilitate the use of learning tools needed by teachers.

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