TRANSCRIBING TOURISM CULTURAL CONTENT VIDEO TO ENRICH STUDENTS' READING MATERIALS

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ABBSTRACT

The learning process requires supportive elements, such as reading materials, to be effective. Providing appropriate reading materials involves adjusting the learning environment and considering the characteristics of the students. This enables teachers to motivate and guide students in constructing their language skills. Additionally, as a resident of Palembang, it is important to learn about cultural heritage to preserve the local culture. Songket, a traditional textile originating from Palembang, is one such cultural heritage. Utilising a booklet as a medium to convey information about Songket to students can enhance teaching and learning activities. The objective of this research was to develop reading materials for students by transcribing a Songket video. The researcher employed the Research and Methodology (R&D) method, as modified by Sukmadinata (2015). Data were collected through documentation and interviews. In the limited trial phase, the results indicated that the booklet required revisions in terms of content and design. Experts provided feedback to address inaccuracies in the content and grammatical errors and suggested adding the writer's information and the institution logo to the booklet. In the wider trial phase, experts recommended including additional information about Songket in the booklet before accepting it for printing as reading material. After incorporating all the necessary changes based on the feedback received, the writer concluded that the final product was accepted as suitable reading material for students, providing concise information about Palembang's Songket tradition.

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Keywords: Songket, Cultural Heritage, Reading Materials

1. INTRODUCTION

Education has an important role to improve the quality of human resources. A good education will produce good quality human resources as well. According to Siswoyo (2007) that education is a process which the society goes through by educational institutions (schools, higher education, or other institutions) to intentionally transform their cultural heritage, such as knowledge, values, and skills. Furthermore, Suastra & Tika (2011) states that authentic education system is important in the development of education and culture. Education itself has a function to preserve positive culture values while creating

innovative life. Besides, culture is something related to students environment and expected to improve students learning process.

Learning resources are supporting elements in learning process. Learning resources that become a matrix in learning is teaching materials. Lestariningsih et al (2017) mention that a teacher must prepare the teaching materials before the learning process takes place. Generally, Indonesian language teachers only use teaching materials provided by The Ministry of Education and Culture (Atmazaki, 2018). Since it is unable to support the learning process perfectly, teachers are required to develop other teaching materials to be serve as a guideline in the learning process.

According to Brown (2000: 299), schemas are the background knowledge that the reader takes into account regarding information, emotion, experience, and culture. It is an extension of the schema theory, which answers a certain kind of inquiry based on what is already known. The final sort of reading is known as extensive reading, and it refers to larger forms of discourse, such articles and books, that are typically read outside of the classroom setting. In this section, the author will present their stance on doing a lot of reading. mostly due to the fact that in that position, students will try to apply their ability to become an active reader.

Reading, on the other hand, is not an activity that is straightforward to carry out when it is done in the context of a language that is not one's native tongue. Reading is difficult for many children; for instance, when pupils are expected to read a text, not all of them are able to discover the necessary information based on the material they have read. This is because reading is difficult for many children. According to Brashdi (2006), one of the difficulties that students face when reading English is a lack of vocabulary.

Reading instruction has made extensive use of authentic materials drawn from a wide variety of sources for many years. The instructor can find content for students to read by looking through printed and electronic sources. Reading material in electronic media can be obtained in a variety of forms, including programmes broadcast on television or radio, the internet, cellphones, personal computers, and other electronic devices. The internet is the medium that is used the most and provides the greatest amount of assistance. According to Widyastuti (2017), the internet is a current reality that is utilised by both teachers and pupils. This is mentioned from a practical point of view. It is the least complicated method for gaining access to an endless number of different sorts of reading materials.

In this piece of study, the author presented an alternative form of reading material that can be used to supplement learning exercises. The writer chose videos with cultural content to watch and then transcribed the videos' scripts into reading materials because there are an infinite number of resources available on the internet that can be employed in educational endeavours. According to Byram and

Masuhara (2013), the beneficial impact of cultural content is perceived in terms of knowledge of self and others, development of awareness of self and others, shaping attitudes towards the self and others, development of skills for exploring, interpreting culture, and development of skills for interacting with others. All of these benefits are derived from an increased understanding of oneself and others. In addition, Stec (2018) asserts that English Learning and Teaching materials encourage diversity through intercultural interactions in which culture is perceived in terms of the observable outputs of its manifestations, such as notable individuals, traditions, and artefacts.

Reading is an essential ability that everyone ought to have in their toolbox. According to Patel and Jain (2008), page 113, it is essential to both extract information from the visual word and comprehend the significance of the written word. This indicates that reading is an active process that requires one to have a comprehensive vocabulary in order to comprehend the meaning of the text that is presented visually. Patel and Jain (2008: 113) state that "reading is the most useful and important skill for people." It implies that reading has a significant impact on our day-to-day lives and that authors can learn what they need to know about their craft from reading. Because of this, it is vitally crucial for each and every person to engage in reading.

Reading is not only a crucial activity in our daily lives to keep our information up to date, but it is also the ability that has allowed us to maintain our linguistic expertise (Patel and Jain, 2008: 113-114).

The reader has access to anything, from written material to the most recent information or knowledge on any topic.

Reading allows us to increase our general knowledge about the world around us. This assertion is confirmed by Linse (2005: 69), which indicates that the reader has the ability to select the interest text that will make it easier to understand and provide mental stimulation.

Reading is a pleasurable pastime that not only provides us with information but also helps us to solidify the concepts that are already floating around in our heads. This makes reading an invaluable activity. According to Patel and Jain (2008): 114, reading is a talent that can improve one's understanding in whatever field they choose. Reading is a skill that can expand one's understanding of any topic of their choosing and since this talent can supply us all information in print version and visual media, it suggests that reading can increase one's knowledge in any subject. It suggests that people will have a stronger capacity to acquire the self-assurance required to begin reading conventional print editions of books and periodicals published in the new language, as well as the enjoyment of doing so (Kauffman, 2003: 118).

The author watched a cultural content video on Youtube that was focused on Songket Palembang in order to make their decision

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about which video to use. According to Azizah et al. (2020), it is essential to take into account the local culture while writing or editing English reading materials. It is one of the ways that the teachings in the content subjects, the students' skills, and the students' future vocations can be combined and supported by this method. In addition to this, it is important for students to comprehend, investigate, investigate, and be able to describe their own cultures to other people. According to the explanation, the author believes that education on culture is essential, and that instructors should incorporate discussion of it into the learning process. It is hoped that by transcribing a cultural movie about Songket Palembang and designing it as a reading material, it will assist students in learning more about their culture, particularly with regard to Songket Palembang.

2. LITERATURE REVIEW

Definitions of Transcription

The act of making a written account of spoken words is referred to as "transcribing," and the definition of the term "transcribing" defines the process of creating such an account. The act of converting spoken language into written form might be referred to as "linguistic transcription," as stated by Kirk and Andersen (2016). In addition, Roberts (2012) states that the process of transcription is the method of reflecting some activity in written form, and the final outcome is a document that can be read and studied with a reasonable amount of

ease. On the other hand, transcription is an analytical process that entails the transcriber selecting and condensing the many complexities of the written and spoken word. According to Azevedo et al. (2017), the production of a high-quality transcript necessitates a number of stages, including the processes of becoming familiar with the subject matter, writing it down, correcting it, and reading it over again.

The creation of digital representations of cultural artefacts is a job that frequently arises in the field of digital humanities. These digital representations typically take the form of transcriptions of previously existent documents. What exactly do we mean when we declare that a certain resource is a transcription of a specific work, or of a specific copy of that work despite the fact that this is a statement that is used very frequently? What kind of deductions may you make based on that assertion? What can we learn about the exemplar if we have a transcription and an accurate understanding of the transcription practise that was followed by the people who created it?

It's possible that editors of scholarly works will get the impression that raising questions that are comparable to these is the same as asking for answers to the most obvious queries, and that any answer is likely to be meaningless regardless of what it is. If that turns out to be the case, then perhaps they do have a point. In spite of the fact that this will seem like stating the obvious, we have high

hopes that it will assist shed some light on some of the most fundamental concerns.

To summarise, transcription may be viewed as the act of interpreting and translating content that is in the form of speech into the form of written data in order to transmit meaning and information. This is done so that the material can be transcribed. This requires a number of steps, including being familiar with the work, writing about it, revising it, and evaluating it. The method of transcription, on the other hand, can be very different from one instance of it to another depending on how the data are going to be utilised in the study.

Definition and Types of Reading Materials

Reading resources have long been recognised as a significant resource for educators due to their capacity to direct, support, and motivate students while also boosting the reading abilities of all individuals. This has been the case due to the reading resources' ability to enhance the reading abilities of all people. Reading materials are able to be analysed, as stated by Tignaneli (2007), provided that the reading materials are viewed at a number of various phases and with a number of distinct purposes in mind. The data that are gathered are intended to be used as an input into decision-making processes that are related to the distribution of resources that are used in the classroom. This is the purpose for which they are collected. Reading is a talent that can be put to use in a variety of different elements of day-to-day life, and

teachers have the chance to demonstrate to their pupils the significance of this skill by bringing a wide variety of reading materials into the classroom.

Students who are seeking to improve their reading skills will find that reading resources are an extremely important piece of equipment to have access to. When choosing what to read, one ought to take into account a number of distinct guiding principles, including the following: (3) Conditions at school and the environment society should be taken into consideration. (1) Reading materials should be adjusted with students' readiness. (2) The objective of teaching reading is to enhance various elements of students' capabilities. (1) Reading materials should be adjusted with students' readiness. (3) Reading materials should be adjusted with students' readiness. (Akhaidah as cites in Yuliati, 2014). In addition, Suyanto (2007) mentions a number of different aspects that can help in the process of learning to read. Some of these aspects include the following: (1) using pictures as a tool; (2) providing questions; (3) displaying the title and asking students to guess what it is; and (4) the reading sentence should be short and should not be confusing for the students.

The resources serve as an instrument for the instructor in the teaching-learning process, particularly in the development of reading ability. It is both something that may be presented to the class as well as something that can be used for activities in the classroom. It presents the elements of language, such as

grammar and lists of vocabularies, among other things.

Authentic resources, such as those taken from a newspaper, magazine, recipe book, or textbook, are acceptable for use in this project. It is the responsibility of the English instructor to determine whether or not the material presented in the textbook is compatible with the curriculum that is currently being taught. Students can better prepare themselves for the learning process and fulfil experiences more effectively with the help of textbooks.

Reading material refers to any text or passage that conveys a particular message or set of ideas to the reader in the course of reading activity. This can be in the form of a book, an article, or even just a section. When putting up the material, there are a few different elements that need to be taken into consideration. The reader's level of interest, as well as the goals that should be accomplished through the reading activity, are both emphasised by the author.

"Textbooks are so pervasive in educational systems throughout the world," as stated by Dana Ferris and John S. Hedgcock (2005). Indeed, textbooks serve as the fundamental building blocks for the lessons that the majority of educators present. It means that the materials included in the textbook should assist the instructor in performing the teaching and learning process. Because of this, it is essential for the teacher to pick and analyse the contents of the textbook in a way

that is appropriate to the grade level of the pupils.

Reading resources are a set of materials that are prepared in a systematic manner to produce an environment that enables students to learn to demonstrate full figures of reading competencies. This conclusion can be reached based on the description that was provided earlier in this paragraph.

Steps of Designing a Book

Applications such as Photoshop, Microsoft Publisher, and Adobe In Design are frequently utilised when people are tasked with designing books. These applications may be of use to the designer in the process of book design. According to Ketchun (who is cited in Khakim, 2019), there is a specific order in which one must complete each stage when using Photoshop to design a book.

First, open *Photoshop* and set the width and height of what book to be. Set the resolution to at least 300 for any book, and intend it to place on "CreateSpace". Choose a background color. Later, it is needed to review the "CreateSpace" size and color and page requirements before starting since the requirements will vary according to the size of the project. Margin on each page needs to be allow. Name the file as "Page 1". Then, it will be creating a different file for each page.

Next, use the "Storyboard" as a guide to create each page of the book. Use "Pen" tool to outline the design and the "Paintbrush" tool to paint them in. save each new element on a separate layer. Use "Select" tool to select

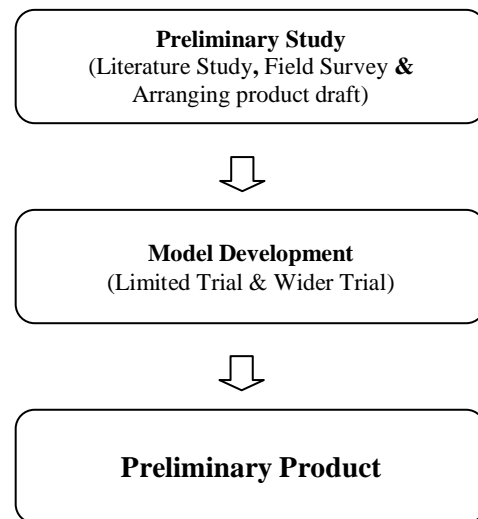specific areas to fill in using "Paint bucket" tool. Experiment with filters as well as the gradients.

After that, in order to add text, the font type, size, and colours have to be chosen according to personal liking. Maintaining a consistency of style is highly recommended. When you are finished with a page, save it in the same folder as a separate numbered file.

In the final step, select "PDF Presentation" from the "File" menu after clicking "Automate." In the new browser window that has opened, choose the "Multi-Page Document" option. After that, choose the files that you wish to include in the PDF document. After that, you can rearrange their arrangement by dragging them up or down in the respective sequence. To finish, press the "OK" button. Prepare a PDF book so that it is ready to be posted as soon as the talk is over.

The Research and Development (R&D) steps that the writer did are as follows:

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┌─────────────────────────────────┐
│      Preliminary Study          │
│ (Literature Study, Field Survey │
│  & Arranging product draft)     │
└─────────────────────────────────┘
              ⇩
┌─────────────────────────────────┐
│      Model Development          │
│  (Limited Trial & Wider Trial)  │
└─────────────────────────────────┘
              ⇩
┌─────────────────────────────────┐
│      Preliminary Product        │
└─────────────────────────────────┘
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3. METHODS

The method that was applied in this research is Research and Development (R&D) method by Sukmadinata (2015). Sukmadinata (2015) states that research and development is a process or steps to develop a new product or improve existing product, that can be accounted. In this study, the writer improved existing products which are the videos of Palembang *Songket* on youtube. The writer designed a book for reading material which contents are obtained by transcribing video of Palembang *Songket* on youtube.

Technique of Collecting Data

In collecting the data, the writer used documentation and interview.

a) Documentation

According to Sugiyono (2017), the forms of documentation that can be used include written form, images, and works of art. In the qualitative research methodology, one method of data collection known as document analysis was utilised. According to Hopkins (1993:140), documents concerning the curriculum or other aspects of education can illuminate logic and purpose in interesting ways. Through the usage of such material, one

can have access to background information and a better understanding of the issues at hand, which otherwise would not be available. The purpose of the documentation approach is to lend credibility to the findings obtained through the interviewing or observing of subjects. As time goes on, videos are also becoming increasingly popular as a tool for data collection. The author of this study gathered the necessary information for this study by searching for cultural content videos on YouTube, searching for songket pictures on the internet, and acquiring a few documents that were associated with songket.

b) Interview

According to Fraenkel et al. (2012), interviews are often carried out verbally, and the researcher will record the respondents' responses to the questions being asked. The interviewer has the ability to clarify any questions that are unclear and also has the ability to ask the responder to elaborate on replies that require more information to be revealed thanks to this instrument's advantages. The author conducted interviews with members of Zainal Songket's staff and historians. There are 10 questions that the writer asked, such as: (1) songket history in Palembang, (2) the use of songket for Palembang people, (3) steps in making songket, (4) tools for making songket, (5) materials of making songket, (6) philosophy of songket motives, (7) the use of songket based on its motives, (8) colors of songket, (9) characteristics of Palembang songket, and (10)

promotion of songket. The interview was done by asking each of questions directly to the respondents.

4. FINDINGS AND DISCUSSION
Findings

In this section, the author provided an explanation on the process of transcribing a video about Palembang Songket and developing the video script into a booklet as reading material for students. The booklet was designed using the video script. Initial steps included a preliminary investigation, followed by the development of a model, and then the production of an initial prototype.

In the course of this investigation, the information was collected from the internet. The product was developed from a number of songket videos that were uploaded to YouTube and then transcribed by the author. The author looked for seven different songket videos that had a distinct voice and provided specific information about songket. The author sought further information, so he went to the Sultan Mahmud Badaruddin II Museum. There, he discovered that there were vintage songkets on exhibit as well as the tools used to make songkets, together with explanation literature.

The next thing that needed to be done was to develop a rough drawing of the booklet's design using the information that had already been gathered. The booklet was made up of several different parts, including the cover, the front preliminary information, the contents, and the back. The author guaranteed that the cover would be captivating to the audience by inserting a striking image and

making the primary colour of the booklet's cover a brilliant hue.

This was done so that the cover would be captivating to the audience. The front preliminary materials included both a preface and a table of contents alongside the items itself. The contents of the booklet include the definition of songket, the history and historical origin of songket, the types of songket and its philosophy, the values in songket colours, and the technique for making songket. Additionally, the contents of the booklet contain the values in songket colours.

After that, the author went ahead and developed the product by doing the restricted testing. The author solicited the advice of three seasoned professionals to review the pamphlet. The first expert was tasked with verifying the content of the booklet using Indonesian script, the second expert was tasked with verifying the content of the booklet using English script, and the third expert was tasked with verifying the graphic design of the booklet.

The author solicited advice from six industry professionals in order to conduct a more comprehensive test. They were three experts from the limited trial, two experts from Zainal Songket, and one expert who checked the design of the booklet. The content was checked by the experts from both companies. The writer produced the revisions to the preliminary product based on the suggestions offered by the experts, and then the final product was made from the preliminary product.

Discussions

The product were regenerate by revising based on experts suggestions. The development of product consisted of limited trial and wider trial.

a. Limited Trial

First, the script that has been transcribed from the videos was checked by the first expert. The expert was Dr. Muhammad Idris, M.Pd. as a history lecturer in PGRI University to check the validity of the information and explanation about songket in the script. He suggested the writer to add more pictures related to songket and arranged the topic about songket patterns and focused more on Songket Lepus, Songket Tabur, and Songket Tigo Negeri. He also corrected and gave additional information about Songket Tigo Negeri, Tools and Process of Making Songket. After the writer revised the script based on expert suggestion, the writer reordered the script to consulted to English expert. The expert to check the booklet script in English was Aswadi Jaya, M.Pd. as an English lecturer in PGRI University. He commented that the writer should fix the grammatical errors, punctuation, and sentences effectiveness on the script. Afterwards, the writer continued to the next expert, Mr. Robby Santoso to check about the booklet design. He told the writer to add institution logo in booklet cover and personal information as an identity of a booklet. This correspond to BNSP

regarding to completeness of presentation includes introduction, table of contents, glossary, bibliography, summary and concept map, evaluation, proportion of pictures and text, illustrations that support the text.

b. Wider Trial

In this trial, more experts were added to provide new input for the product. There are 6 experts for this trial consisted of 3 experts from the previous trial and 3 more experts to examine the content and booklet design.

He remarked that the booklet presented precise content about songket and was good as students reading material, and there were no adjustments from him. The first expert was Dr. Muhammad Idris, who earned a Ph.D. in public health. The second expert was Mr. Aswadi Jaya M.Pd., and he advised the author to publish the booklet after pointing out an error in the topic title. However, he did say that the booklet should be published. However, the third specialist, Mr. Robby Santoso, offered some advice to the writer by recommending that additional photographs be included in the booklet that could help readers visualise the material. Therefore, the author made changes to the product in response to his recommendation.

The manager of Zainal Songket, Mr. Imron, served as the fourth and final expert. He gave the writer instructions to correct the information regarding the process of creating songket and to provide a watermark for the picture of songket that was taken in Zainal Songket. The staff member Mrs. Erin at Zainal Songket constituted the fifth and final expert. She offered a lot of advice on how to make the pamphlet better. First, she suggested to the author that they alter the cover. She suggested that it would be beneficial to replace the cover to an image of a songket given that the booklet provided information about songket. Then, she instructed the writer to correct the details regarding the instruments or apparatus used in the manufacturing process of songket. In conclusion, she discussed some further details regarding the idea underlying Songket Lepus Nago Besaung patterns. Mr. Andi Marza, S.T., a web or graphic designer, served as the sixth expert in charge of analysing booklet design.

He recommended to the author that additional revisions be made to the booklet. He stated that the colour of the booklet was not interesting and that it ought to be changed to a colour that was more vibrant. The typeface was extremely cramped and should have been scaled up. It was decided that there should be no decorating elements between the photographs of individuals and those of the museum on the cover of the booklet. It is recommended to use justified paragraphs for the text or body of the booklet; the alignment and spacing were not structured effectively; on the page layout, there was no need to put "page 1" because the page number was sufficient; the pictures were kind of dim; and there was the identical photo on pages 12 and 13. The product has been amended by the author on the basis of suggestions made by industry experts,

and the revised version is now ready for release.

5. CONCLUSION

The author came to the conclusion that there are a great deal of videos available on YouTube that give information regarding Songket. Students will benefit from having access to fresh reading material in the form of a booklet if the films are transcribed into written text. This pamphlet offers comprehensive information regarding Palembang Songket, including its definition, history, historical origin, types and philosophy, patterns' values, and the procedure of manufacturing songket. Brief History of Palembang Songket is the title of this booklet that is 20 pages long and is presented in both English and Bahasa Indonesia alongside engaging visuals. Students can utilise the booklet as a tool to help their learning activities, particularly when it comes to learning English and the local culture.

6. ACKNOWLEDGEMENT

The author wishes to express gratitude to Allah SWT for the favour He has bestowed upon Him by allowing Him to complete the thesis within the allotted time frame. The goal of this thesis, which has the working title "Transcribing Tourism Cultural Content Video to Enrich Students' Reading Materials," is to satisfy one of the prerequisites for the S1 degree in the English Education study programme at the University of PGRI Palembang. Its title is "Transcribing Tourism Cultural Content Video to Enrich Students' Reading Materials."

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