



THE EFFECT OF USING BIG BOOK MEDIA ON THE READING ABILITY OF GRADE II STUDENTS OF SDN 68 PALEMBANG

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ABSTRACT

The purpose of the study on the impact of large book media usage on class II students' reading proficiency at SDN 68 Palembang is to determine the meaningful and useful effects of big book media use on students' reading proficiency. Quantitative research is the methodology employed, with the kind of saturated sampling methods used in quasi-experimental research. The usage of big book media has a substantial impact on students' reading abilities in class II at SDN 68 Palembang, according to the study's data analysis and discussion outcomes. Based on the findings of the research, it is claimed that classes receiving treatment and those not receiving treatment have different learning outcomes for Indonesian. This is demonstrated by the experimental class's average score of 85.57 and the control class's average score of 77.62. An Independent T Test was used to compare the two classes, and with a sig (2 tailed) $0.000 < 0.05$ or $t_{hitung} = 6.125 > t_{tabel} = 2.093$, it was determined that the average learning outcomes in the experimental class and the control class differed significantly.

Keywords: *Big Book, Media, Reading*

1. INTRODUCTION

Children's interest in reading is not something that develops on its own; rather, it is heavily influenced by the stimuli they experience from their surroundings, which is why individual engagement in reading activities is so important. Children's enthusiasm in reading must therefore be encouraged and developed from a young age. The family is the most important and influencing environment when it comes to developing, nurturing, and sustaining children's interest in reading at home.

Children need to be taught the value of reading by their parents first, then by their peers, teachers, and the community.

According to Dalman's view (2013, p. 144), reading for pleasure is an activity that needs to be done with a lot of persistence in order to establish a communication pattern with oneself, which is necessary in order to comprehend the meaning of writing and seek knowledge. to increase one's level of intelligence. It is necessary to pursue this goal with complete knowledge and inner satisfaction. Since not every child

Vol 7, No 2 (2024): ESTEEM

finds reading enjoyable, it is our responsibility to persuade them to incorporate reading into their daily routines. Reading will be enjoyable if people comprehend its nature, make the most of it, and use the appropriate means to educate it. Every educational activity that uses media will be more engaging for the students. According to Sadiman (2014, p. 7). Anything that raises children's interest and stimulates their thoughts, emotions, and attention is regarded as a medium and aids in the smooth operation of the learning process.

Children's love of reading is influenced by big book media, which is a huge narrative book with a straightforward plot and striking images. Because elementary school students enjoy reading storybooks with lots of drawings, vibrant colors, and huge font, they will find big book media interesting. In addition to stimulating students' interest in reading, large books aid in their understanding of the concepts conveyed through vivid imagery. This can ensure that using big book media for learning will hold students' attention in class and spark their enthusiasm in reading.

According to Solehuddin's evaluation (2008, p. 7), huge books are categorized as picture books and have unique features. These enormous books' distinctive feature enables them to rapidly captivate pupils' comprehension. Reading is one of the four language skills that are taught in schools. According to Tarigan (2019, p. 5), reading is a fundamental ability that all people should possess. These skills are

strongly related in human life. Thus, being able to read is a fundamental ability that is critical to human life. Reading comprehension abilities must be used when writing material. Receptive language skills are another name for reading abilities. Reading is referred to as receptive since it enables one to encounter and learn new things. Reading has several advantages, including sharpening opinions, expanding perspectives, and fostering critical thinking abilities. Every human possesses this fundamental talent, which starts with basic reading comprehension and progresses with additional reading.

The reading skill score is based on the pupils' reading test results. Children's capacity to read simple phrases can be enhanced for a number of reasons, according to Sabarti Akbayar (1993, p. 25). regarding the factors—like reading materials, motivation, and family environment—that affect reading. Children's motivation to read has a big impact on their ability to read simple sentences more fluently. When children are learning to read, this is evident in the way they pay attention to their teachers; they appear to concentrate on them, and the teacher gives them good reading examples. Another crucial element that aids in raising pupils' reading proficiency is reading materials. If reading materials cover difficult-to-understand subjects, students will be unwilling to read them. The reading skill score is based on the pupils' reading test results. On the other hand, based on how well pupils comprehend simple phrases, reading material that is easy to understand will

Vol 7, No 2 (2024): ESTEEM

spark their enthusiasm in reading. Second graders, on the other hand, will find the reading material in the large book easy to comprehend.

Students require instructor support to comprehend the subject being taught at this point since they are in the concrete preoperational stage. This enormous book media serves as a conduit for information, allowing students to share it with others. Septiyani (2017, p. 49) claims that this has been made clear. Because of its enormous visuals, simple plot, repeated language, kid-friendly rhythms, illustrations, and vocabulary with several repetitions, large books can instantly grab children's attention. Tirai and Dahlberg's claim that "large books allow students to learn to read by memorizing and repeating readings" (Usaid, 2014, p. 43) is another argument in favor of the development of fundamental sentence reading abilities.

the activities listed above. because pupils' comprehension will keep growing. Additionally, reading aloud to pupils on a regular basis will enhance their comprehension of the text's significance. Rosmaini Kompasiana states (2015, p. 13). explains that the goal of huge books is to teach children the importance of reading by using stories with striking and well-drawn graphics. After reading examples aloud several times, students comprehend the plot, characters, and setting of the story. According to the presumptions and findings of the rise, this has an impact on children's reading proficiency in basic sentences.

According to the aforementioned hypotheses and outcomes of increased exercise, this has an impact on children's reading proficiency in basic sentences. Because if students are more engaged with the material, their understanding will grow. This is demonstrated theoretically by Wahyuningsih and Murwani (2015, p. 65). "Through activities, students will be able to understand the wisdom of their experiences so that they will improve their learning outcomes." Following that, it was said "the importance of learning activities in good student learning so that it produces good learning outcomes" Kenan (2014, p. 7).

Based on the results of cycle I, the researcher thought about and looked into cycle II. The average pre-test score in cycle II was 72, which indicated that nine students were below the KKM. Based on the results of the post-test, the average class score was then 82, and eight students received scores below the KKM. As a result, 53% of the material covered in class was finished, making the group sufficient. Seven students had an average score below the KKM, which was 70, according to the findings of the cycle III pre-test. The post-test results showed that four pupils had scores below the KKM, and the average class score at the time was 89. As a result, 76% of the material covered in class was finished, placing the group in good standing. Based on the outcomes of the N-Gain computation in cycles I, II, and III, a high category was attained with an N-Gain index of 0.4. Therefore, it may be concluded that simple sentences are

Vol 7, No 2 (2024): ESTEEM

affected by the employment of large-sized book media in the classroom.

"The use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even have a psychological effect on students," goes the justification. The evidence provided here supports Hamalik & Arsyad (2013, p. 18–19). Therefore, by offering information that aids in determining the level of performance to be attained, the media plays a significant part in the educational process. Therefore, it is well recognized that huge book media has an impact on second grade elementary school pupils' comprehension of reading simple sentences.

Widiati (2017, p. 10) states that children should begin reading at age five or older. Children are at risk at this developmental stage. During the sensitive period, both physical and psychological processes grow. During this time, the groundwork is being established for the development of an individual's moral, religious, cognitive, linguistic, socio-emotional, and physical values. While it was still in the real operational stage at the time, which was nebulous and indistinct, Piaget & Izzaaty (2008, p. 105–106) assert that it is now more concrete, capable of offering logical justifications and resolving practical issues. Conditions and stimulation must be tailored to the child's demands in order to guarantee the best potential growth and development. The fundamentals of reading are taught to youngsters at the age of five and up.

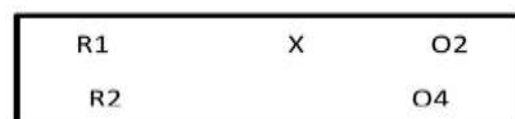
Starting reading as the basis for studying other scientific subjects in class is one of the language skills targeted at primary school pupils. Thus, students in grades I and II of elementary school must comprehend fundamental reading skills.

From the explanation above, the researcher considers it necessary to conduct research with the title "The Influence of the Use of Big Book Media on the Reading Ability of Class II Students of SD 68 Palembang".

2. METODE

The process of gathering, analyzing, and interpreting data in relation to study goals is known as research methodology. Scientific interpretations of research methodologies are used to gather data for certain purposes. (Page 1 of Sugiyono, 2022). In order to describe and test preexisting ideas, researchers employ quantitative methods, which are grounded in positivism and philosophy, to collect data from specific populations or samples, analyze quantitative or statistical data, and more. (Page 15 of Sugiyono, 2022). This study's research methodology is quantitative in nature.

The following image illustrates the Posttest-Only Control Design kind of design used in this study.



Sumber (Sugiyono, 2022)

Information:

Vol 7, No 2 (2024): ESTEEM

- R1 : Experimental class
- O_2 : Experimental class posttest
- R2 : Control class
- X : Treatment using big book media
- O_(4) : Posttest control class

Population and Research Sample

Research Population

Population is the entire element that will be used as a generalization area, Population elements are the entire subject to be measured is the unit to be studied Sugiyono (2022). Based on the opinion above, it can be concluded that the population is all objects or subjects that will be studied and then conclusions drawn. The population of the study was class II which consisted of 42 students.

Research Sample

The sample is a part of the whole and characteristics possessed by each population, Sulistyan, Rizal, & Paramita (2021, p. 160). In this study, the saturated sampling technique was used. The saturated sampling technique is a sampling determination technique when all members of the population are used as samples Sugiyono (2019).

Kelas	Perempuan	Laki-laki	Jumlah Siswa	Keterangan
II.A	7	11	18	Eksperimen
II.B	8	13	21	Kontrol
Jumlah Siswa			39	

Sumber : Tata usaha SD Negeri 68 Palembang

Kelas	Perempuan	Laki-laki	Jumlah Siswa	Keterangan
II.A	7	14	21	Eksperimen
II.B	6	15	21	Kontrol
Jumlah Siswa			42	

Sumber : Tata usaha SD Negeri 68 Palembang

According to Sudjana and Ibrahim in Safithry (2018, p. 2), tests are measuring instruments used for research

or measurement purposes. Tests are written assessment instruments used to document or monitor student performance in relation to the assessment goals. Written, spoken, or written responses are all acceptable for the test. Students in grade V at SD Negeri 68 Palembang take this test to gauge their comprehension of the curriculum objectives for the Indonesian language.

One method of obtaining information is through documentation, such as books or archives. Sugiyono (2018) defines documentation as a record of past occurrences, which may take the shape of written words, images, or a person's monumental creations.

Validity is a measurement tool used to collect information. When an instrument is valid, it can measure what needs to be measured. Sugiyono, p. 193 (2021). The person formula (Product moment) was applied in this investigation.

$$T_{hitung} = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Information :

- rx_y = Correlation Coefficient (rcount)
- X = Sum of item scores
- Y = Total number of items
- N = Number of samples

3. RESULTS AND DISCUSSION

No.	Nama Siswa	Kecelakaan tit cerita	Takut dan perwatakan	latar	Pilihan kata	Menyusun kalimat	Rata-rata Nilai Posttest
1	Almond Faris	15	20	15	15	15	80
2	Amalia Saputri	20	15	20	20	20	95
3	Ayuqa Labolah	20	20	20	20	20	100
4	Azka Alandric	15	20	15	15	15	80
5	Deva Maulana	20	15	20	20	20	95
6	Digo Efrimaya	20	20	20	15	15	90
7	Elvina Aurelia	15	15	15	10	15	70
8	Enrik Rama	20	20	20	15	20	95
9	Imah Azka	20	20	20	10	10	90
10	Ibani Palarah	20	20	15	20	20	95
11	Muhammad Fariq	15	15	20	15	20	85
12	Muhammad Saiful	15	20	20	10	15	80
13	Nuh Ibrahim	20	20	20	15	15	100
14	Quruzza Farah	15	15	15	10	10	65
15	Raisa Aqila	20	20	20	15	15	90
16	Yani	20	15	15	15	15	80
17	Andana	20	20	20	20	20	100
18	M Mirza	15	15	15	10	10	70

Based on the implementation that has been carried out by researchers at SD Negeri 68 Palembang by testing multiple choice questions totaling 10 questions. The results of the trial conducted there were 10 valid questions out of 15 questions tested for validity. The questions can also be classified as good. After validating the questions, the 10 questions were then distributed to 42 students consisting of the experimental class and the control class. The questions were used to determine the condition of student learning outcomes after the implementation of the big book media. The following are the results of the posttest scores for the experimental and control classes which can be seen in the table below.

No	Nama	Posttest Eksperimen
1	Putra Aditia	88
2	Putra Mahesa	73
3	M. Rizki Annada	89
4	Nuzul Arhan	72
5	Viola Yuliana	74
6	M. Sultan Syamsuari	79
7	M. Rizki Saputra	83
8	Lulu Annada K	83
9	M. Alifali Saputra	79
10	M. Ilyas	77
11	M. Yuda Pratomo	79
12	Mahardika	81
13	M. Sahid Mikiul	76
14	M. Ansa Abdau	72
15	Gilang Putra Amgrah	78
16	Anetha Naura Azzahra	77
17	Alimad Bintang Avicenna	79
18	Amugrah Firi	78
19	Azzahra Ramadhani	77
20	Betrisia Azzura	75
21	Ramadhani Saputra	83
	Rata-rata	77,6

(Sumber : Hasil nilai posttest siswa, 2024)

The table above shows the results of the posttest scores obtained by the experimental class with an average score of 85.6, meaning that the experimental class got a score above average. Furthermore, after looking at the scores from the experimental class, the table below shows the scores from the posttest of the control class.

From the table above, it can be seen that the average value obtained by the control posttest is relatively large and above the KKM, meaning that the control class also obtained a relatively high value.

	N	Minimum	Maximum	Mean	Std deviation
Kelas eksperimen	21	80	92	85.57	3,668
Kelas control	21	68	89	77.62	4,684
Valid N (listwise)	21				

(Sumber : Data diolah peneliti, 2024)

The criteria for evaluating the experimental class students' post-test results and the control class students' post-test results are displayed in the table above. The following categories are used: 0-44 for extremely bad, 44-45 for less good, 55-69 for sufficient, 70-84 for good, and 85-100 for very good.

The posttest descriptive results for students in the experimental and control groups are displayed in the above table. The aforementioned table shows the average posttest score for the test class and the trial class. The experimental class's mean score was 85.57 with a standard deviation of 3.668, and the experimental class's minimum score was 80. The control class's score was 68 with a standard deviation of

Vol 7, No 2 (2024): ESTEEM

4.684. The experimental class is higher than the control class, as the table shows.

Normality Test

Hasil	Dress	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Posttest_Eksperimen		.921	21	.395 [*]	.344	21	.280
Posttest-Kontrol		.746	21	.202 [*]	.979	21	.817

One of the precondition tests used to bolster the assumption of normalcy in parametric data analysis is the normality test. The purpose of this test is to ascertain whether or not the data distribution is normal. The normalcy test in this study is conducted by researchers using SPSS.

The experimental class significance value, as determined by the data calculation table above, was 0.260, whereas the control class significance value, with a value of $\alpha=0.05$ and a significant value greater than 0.05, was 0.837. It can be inferred from the preceding computation results that the study's normalcy test is deemed normal.

Homogeneity Test

Test of Homogeneity of Variance					
Hasil	Based on	Levene Statistic	df1	df2	Sig.
	Mean	.383	1	40	.540
	Median	.344	1	40	.561
	Median and with adjusted df	.344	1	34.624	.562
	Trimmed mean	.372	1	40	.545

Both classes are normally distributed according to the data distribution's normality test, thus the analysis continues by utilizing the SPSS software to test for homogeneity using the Levene test at a significance level of 0.05. The following table shows the output display following data processing.

The significance value, as determined by the Levene test results for homogeneity, is 0.540. The data can be considered homogeneously distributed since the significance value is higher than 0.05.

Hypothesis Testing

If both classes are normally distributed and have homogeneous variance, then the next step is to test the equality of means using the t-test through the IBM SPSS program using the independent Sample T-test with the assumption that both variances are homogeneous (equal variance assumed) with a significance level of 0.05.

Hasil	Dress	Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Posttest_Eksperimen		21	85.57	3.668	.801
Posttest-Kontrol		21	77.62	4.685	1.022

The Independent T Test, which compares student posttest outcomes between the experimental and control classes, is the test utilized in this investigation. The following table displays the comparison's findings.

The statistical output table above shows that students in the experimental class achieved an average of 85.57, indicating a relatively high increase in Indonesian language learning outcomes. Students in the control class also achieved an average of 77.62, indicating a relatively high increase in Indonesian language learning outcomes. With a comparison of the KKM value between the experimental and control classes of 75, it can be inferred from these data that students in the experimental and control courses have improved their average value of Indonesian language learning

Vol 7, No 2 (2024): ESTEEM

outcomes, which is relatively high. The experimental class's average value is greater than the control class's average value. Therefore, it may be said that studying Indonesian using big book media yields better results than traditional classroom instruction. It may be inferred from the preceding hypothesis test computation table that there is a difference between the control and experimental classes' posttest students' learning outcomes because the sig value (2-tailed) is $0.000 < 0.05$. Using big book media has a substantial impact on learning outcomes, as indicated by the statistical value of $t = 6.126$ $df = 40$, a p-value of $0.000 < 0.05$, and the rejection of H_0 . Regarding Indonesian Language Class II Learning Outcomes at SD Negeri 68 Palembang.

4. CONCLUSION

Students' reading skills are significantly impacted by the use of big book media, according to the findings of data analysis and study debate in State Elementary School 68 Palembang's class II. According to the findings of the research, there is a difference in the learning outcomes of Indonesian between classes that receive treatment and those that do not. This is demonstrated by the fact that the experimental class's average score is 85.57, while the control class's score is 77.62. An Independent T Test was used to compare the two classes, and with a sig (2 tailed) $0.000 < 0.05$ or $t_{hitung} = 6.125 > t_{tabel} = 2.093$, it was determined that the average learning outcomes in the

experimental class and the control class differ significantly.

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Vol 7, No 2 (2024): ESTEEM

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