

Efforts to Improve Early Reading Skills through Big Book Learning Media

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Abstract

The purpose of this study was to improve the ability of beginning reading in grade 1 students of SDN Karang Tengah 3 Tangerang. This type of research is Classroom Action Research (PTK) which includes 2 cycles, where each cycle has 4 stages, namely planning, acting, observing, and reflecting. The research time was 1 month, namely from August 2022 with a research subject of 32 students, while the data was collected through tests, interviews, observation and documentation. The results showed that there was a significant increase in the ability of beginning reading in grade I students. This is evidenced by the average test results on the ability to read beginning in each cycle increased, namely in Cycle I = 56.2%, Cycle II, and Cycle III. = 84.3% and the results of the interviews conducted concluded that in the material of beginning reading through the application of Big Book media can please students. This study concludes that learning to read using Big Book media can improve students' beginning reading skills in Indonesian language subjects.

Keywords: Beginning reading skills, Big Book Media, Elementary School, Indonesian Language

1 INTRODUCTION

Indonesian was born on October 28, 1928. Bahasa Indonesia is the official language of Indonesia which was inaugurated after Indonesia declared its independence. Indonesian comes from the standardized Malay language. Indonesian is an arbitrary system of sound notation, used by all people or members of society to cooperate, interact and identify with each other in the form of good conversation, good behavior, good manners.

Indonesian is taught to students as the national language and state language. By learning Indonesian, students already have their first language, which is the local language. Therefore, Indonesian language teaching is the second language after local languages. Indonesian language teaching serves to improve students' communication skills. Reading is a language activity or skill carried out by a person to obtain information contained in an article conveyed by the author through the means of written language.

Reading is one type of language ability through receptive writing because by reading a person will gain new information, knowledge, and experience that has never been seen before. Everything The knowledge gained by reading will enable a person to increase his intelligence, improve his vision and broaden his horizons. This affects learners' ability to complete school and lead an easier life. Reading is one of the language skills held in Law Number 20 of 2003 concerning the National Education System, Chapter III article 4 stipulates that one of the concrete forms of implementation is the development of a culture of reading, writing and arithmetic for all members of society.

Based on the above understanding, reading is a skill that needs to be practiced in schools from primary to tertiary levels. Reading is a basic reading skill, a tool for students to find meaning from the subjects studied at school. The faster a student reads, the more

likely they are to understand the content of lessons at school. Reading ability is the primary basis for language teaching and other subjects. In this case, reading is one aspect of language skills that need to be mastered by primary school students, especially in the early grades. Through this activity, students can obtain various information. Primary or basic education is the first step for students to perfect their abilities. Teachers have an important role in helping students improve their abilities. One of the skills that students need since elementary school is a good foreign language ability, because it is the most important human capital. In Indonesian language teaching, students must have and master four language skills, namely listening, speaking, reading, and writing. These four aspects of language are interrelated. How can a student say something after reading or listening.

Elementary school students in reading skills do not yet have real reading skills but are still in the stage of forming reading skills. Reading is acquired through learning. Reading as a basic reading skill is a means for students to find the meaning of the content of the subjects they study at school. The faster a student reads, the more likely they are to understand the content of lessons at school.

Beginning reading is a stage in the learning process in the early grades, namely in grade I, reading is a process in which a student is expected to be able to develop abilities, skills and strengths in himself to work on himself (Partijem, 2017) The author hopes to help readers, especially elementary school students, to improve the effectiveness of learning activities and the effectiveness of reading. In line with the objectives of Indonesian language learning in elementary schools, it aims to help students develop their Indonesian language skills. and Indonesian language learning goals are based on abilities, needs and interests, but for teachers it is important to develop students' Indonesian language potential and be more independent in making decisions on language materials that are in accordance with the school environment and the situation of students. ability.

From the observation of class I of SDN Karang Tengah 3, some students are still slow to read. The reading ability in Class I is 32 students. There were 6 students (18.75%) who could not read or could still spell, 15 students (46.87%) who read poorly, and 11 students (34.37%) who read well. The minimum integrity criteria (KKM) was set to 70.

Therefore, early reading comprehension in grade two is problematic, and many students still cannot read fluently and accurately, and do not pay attention to pronunciation, intonation and punctuation. The problem of poor reading comprehension is caused by the use or lack of media equipment, relying solely on textbooks. Some students like to read in class without being asked by teachers, parents or other related parties. Not to mention students who are not good at reading and writing. If students cannot read, it will be difficult for them to understand lessons, especially in Indonesian language subjects.

Rahmah, A. A. say one type of media used for reading is Big Book. Big Book can be used to teach reading and writing in grade 1. Big Book writing is very large, has a variety of colors, and pictures that are attractive to students, making it suitable for the process of learning to read early. Many learning media, both existing ones and those made by teachers themselves, are used as learning aids in elementary schools. Ledger is a large format textbook and photo book. Big Book comes in various sizes. Big Book media can be used at first because it has characteristics that suit the needs of children (Safira Nur, 2018) A Big Book is usually a large picture book with beautiful colored pictures. By using Big Book media, the author hopes to improve reading comprehension. Based on the description above, the researcher will conduct research on students' low reading comprehension by using Big Book media that has been selected by the researcher. Therefore, the research title was obtained as follows: efforts to improve students' reading comprehension using big book learning media.

Big Book has a feature, namely that it is bigger than books, not only in size but also in terms of the text and images contained in Big Book, so that teachers and students can interact more. Kasihan K.E Suyanto considers Big Book as a big book that is often used for the lower class. Written in simple speech, in large letters, and given or affixed with large pictures so that children can easily see and communicate (Kasihani K.E. & Suyanto, 2018).

2 RESEARCH METHODS

The type of research method used is Classroom Action Research (Yudha, 2019) the purpose of this action research is to improve and increase students' beginning reading skills in Indonesian language subjects. This research uses the Kemmis and Mac Taggart model which includes four stages including planning, implementation, observation, and reflection.

This research was conducted in class 1a of SDN Karang Tengah 3 which is located on Jl. H. Mean No.3, RT.003/RW.003, Karang Tim, Kec. Karang Tengah, Tangerang City, Banten 15157. The data collection techniques in this study are: (1) Observation, This activity is carried out to observe the implementation and development of learning carried out by teachers and students in learning Indonesian reading material using Big Book media (2) Test, Test is a measurement tool in the form of questions, orders, and instructions shown to the tester to get a response according to the instructions. The test used in this study is an oral test of beginning reading using Big Book media. (3) Interviews, this activity is carried out by asking questions to first grade teachers and students to explore information about the learning process of beginning reading using Big Book media. (4) Documentation, this activity is carried out to get a real and complete picture of the condition of the school, the initial conditions before the action is taken, the conditions during the action. This is to show an objective picture. Documentation includes; syllabus, lesson plans, teacher notes, performance scores, and photographs of learning activities.

There are several techniques that researchers will use in this research. The research techniques consist of observation, interviews, documentation and tests. The following is a further explanation of the techniques that will be implemented by researchers. (a) Observation, Observation is a technique of researchers analyzing and making regular notes about behavior by directly observing the object of research. Observation is an assessment technique carried out using the senses directly. Observation is carried out using an observation guide which contains several indicators of behavior to be observed. (b) Interview, Interview is a conversation conducted by researchers and sources to obtain information. To obtain data in this study, researchers conducted interviews with homeroom teacher 1a SDN KARANG TENGAH 3. (c) Documentation, Documentation is a technique used to obtain data when research is conducted at the research site. Documentation includes photographs and all data related to the research. Documents can be in the form of writing or images. Documentation is a complement to the use of observation and interview methods in classroom action research.

Documentation will make the research results more reliable. d) tests, data collection tests used in this study besides observation are tests. This test was conducted to determine the extent of students' beginning reading skills. The test in question is a reading test beginning The data analysis technique used in this research is data triangulation. Data analysis conducted by researchers was carried out through three stages, namely: (a)

Data reduction, which is a simplification process carried out through the process of selecting, focusing, and extracting raw data into meaningful information. (b) Data description, which is the depiction of existing data to obtain the real form of the respondent so that it is easier for others to understand. (c) Data verification, namely the establishment of the truth of the theory or facts and so on the data that has been collected to be processed and analyzed so that it can be tested immediately using hypotheses.

3 RESULT AND DISCUSSION

Before the research was conducted, the researcher made initial observations to find out the condition of students related to their early reading skills using interview, test and observation sheets.

3.1 Sub Result

The observation results in the second meeting of cycle 1 showed an improvement in students' reading skills. The spirit and enthusiasm of students in participating in the learning process has also increased from the previous meeting. This was shown when the teacher asked students to come forward to read, there were students who immediately raised their hands and asked to come forward. Students also did well on the assignments given, but there were also students who played while doing the assignments. Students are also very eager to follow the teacher when asked to imitate reading. When asked to read without the teacher's help, there has also been an improvement. Students are already quite good at pronouncing the reading.

3.1.1 Sub of Sub Result 1

Students' ability to read has improved. However, the attitude of students in reading is still wrong. There are still students who read too closely. Students who are not paying attention are called to the front and asked questions by the teacher. There are students who are quiet and shy when asked by the teacher to come forward. There are also students who cry because their parents are away. The teacher tries to condition the class so that learning can run well. The teacher also provides motivation to students who are not active and still lazy in participating in learning. Implementation of actions in cycle 1, the second meeting, the teacher conducted an individual reading test. The test consisted of 10 words related to the material that had been learned. The aspects assessed include the accuracy of voicing the writing, the reasonableness of memorization, the reasonableness of intonation, fluency and clarity of sound. The learning process in cycle 1 has been completed, then an assessment of students' reading skills is carried out. The test results in cycle 1 can be seen in the table below.

3.1.2 Sub of Sub Result 2

The results of observations that have been made in cycle II have shown that students' beginning reading skills have improved. The enthusiasm and activeness of students looks better too. Students have also become more confident in answering questions and actively asking questions if there is something they don't understand. Some students can also pronounce letters well. Voice clarity is also good. Reading skills are getting better. Most students can pronounce words and sentences correctly.

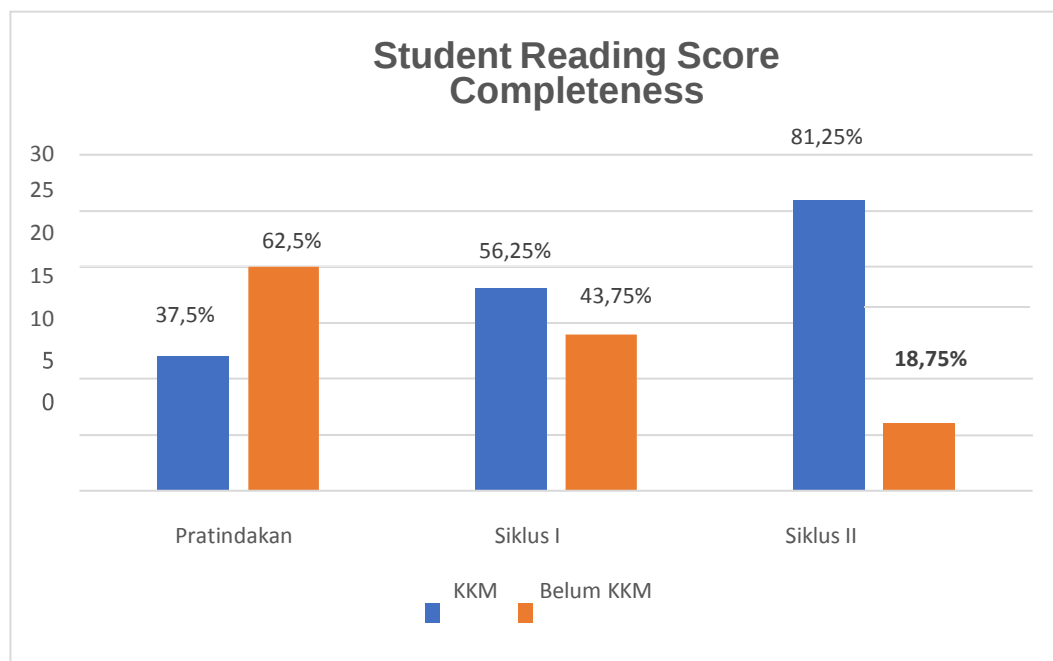
3.2 Sub Discussion

In cycle II the results of the student's beginning reading ability test showed better results compared to cycle I. From the table above, it can be seen that 26 students or 81.25% have reached the KKM compared to cycle I, only 18 students or 56.25% have completed the test. From cycle I to cycle II there was an increase of 25%. Based on the diagram above, it can be seen that there is an increase from the previous meeting. The learning process in cycle II can be seen to improve students' beginning reading skills in Indonesian language lessons. The discussion must be an interpretation of the results rather than a repetition of the results. Discussion should be an interpretation of the results rather than a repetition of the results. The discussion should be an interpretation of the results rather than a repetition of the results. Please add a definite, valid and reliable discussion. Also include references that are relevant to your explanation. Do not use extended explanations, use sentences that are in accordance with EYD (Flinn & Mulligan, 2019). The translated sentence is a beautifully written sentence. Do not just write.

Table 1. Comparison Table of the Percentage of Students Who Have or Have Not Achieved KKM in Pre-action, Cycle I and Cycle II

No.	Kategori	Pratindakan		Siklus I		Siklus II	
		Siswa	%	Siswa	%	Siswa	%
1	Students who have reached the KKM	12	37,5%	18	56,25%	26	81,25%
2	Siswa yang belum mencapai KKM	20	62,5%	14	43,75%	6	18,75%
Rata-rata nilai		66,43		76		81,25	

From the table above, it can be seen the results of the acquisition of the average student score in pre-action, cycle I and cycle II. In pre-action students who reached the KKM were only 12 students or 37.5% while students who had not reached the KKM were 20 students or 62, 5% with an average score of 66.43. In cycle I, there were 18 students or 56.25% who were complete while there were 14 students or 43.75% who were not complete with an average score of 76. In cycle II, it can be seen that the improvement is quite good. There were 26 students or 81.25% while there were 6 students or 18.75% with an average score of 81.25.



Picture 1. Diagram of Students' Reading Score Completion Rate at Pre-action, Cycle I and Cycle II

From the figure above, it can be seen the results of the acquisition of the average student score in pre-action, cycle I and cycle II. In the pre-action students who reached the KKM 38% while students who had not reached the KKM were 20 students or 62, 5%. In cycle I, 56.25% of students who were complete while 43.75% of students who were not complete with an average score of 76. In cycle II, it can be seen that the improvement is quite good. There were 81.25% complete students while 18.75% students were not complete with an average score of 81.25.

4 CONCLUSION

Based on the results of the research and discussion, it can be concluded that Big Book media can improve the ability to learn Indonesian in the aspect of beginning reading ability for students of class Ia in the 2021/2022 school year in the odd semester. This can be seen from the results of observations that have been made by researchers at the time of pre-action then continued with cycle I which was carried out for 2 meetings. The first meeting was held on the day, the second meeting on the day, Cycle II was held 2 meetings. The first meeting was held on the day, the second meeting was held on the day, the condition of students at the time of pre-action the average student score was only 66.43 while students who reached the KKM were only 12 or as many as 38%, meaning that they were still far below the KKM. The results of students' beginning reading learning abilities in cycle I, students who reached the KKM were 18 students or around 56.2%. The results of cycle II, the class average value reached 81.25, meaning that it had exceeded the KKM, namely 75 and students who reached the KKM were 26 students or around 84.3%.

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