

The Effect Of Using Big Book Learning Media On The Learning Outcomes Of Grade 1 Students In Jambeanom 1 Bondowoso Elementary School

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Abstract: Reading is something that is important in our lives, especially for elementary school students in the lower grades. With the big book media can help teachers and students to further improve students' reading skills. The purpose of this study was to describe the learning outcomes and describe the effectiveness of using big book media for grade 1 students of SDN Jambeanom 1 Bondowoso. The type of research used is quantitative research. The research subjects were grade 1 students totaling 30 students. The data collection methods used were observation, interview, and test. Data collection instruments are interview guidelines and expert validation sheets. The data analysis technique used is media validation and data analysis of student learning outcomes. The result of this research is big book learning media. The conclusion that can be drawn is that this research produces valid products and gets good and positive responses.

Keyword: Big book, Beginning Reading

INTRODUCTION

Education is important in the life of every individual, especially reading education. Reading activities are part of human life in their daily lives. Through reading, we gain new knowledge and obtain extensive information. Beginning reading skills are the initial stage in the reading learning process introduced to children in primary school, especially in low grades such as grades 1 and 2. At this stage, the main goal is to build the basic foundation of reading skills needed for more advanced reading skills. In Merdeka Curriculum, which is being implemented in Indonesia from 2022, early reading learning receives special attention as it is an important foundation for children's literacy skills. The Merdeka Curriculum is designed to provide flexibility in learning while still focusing on developing the basic competencies necessary for learner progress.

Based on the results of interviews conducted with the grade 1 teacher of SDN Jambeanom 1, on Wednesday, 20 March 2024, it was found that the teacher still teaches reading in a monotonous way and tends to be boring for students. The absence of media used also makes students less focused when taught to read. The school has provided learning media in the form of storybooks and there is an LCD projector to display interesting pictures, but teachers still do not take advantage of the media that has been provided. Because according to the teacher, it is a little complicated to use the LCD and takes up learning time.

Beginning reading in low-grade students must get full attention from the teacher. At this stage learners can already recognise letters, word sounds, and syllables even

though they are still simple in scope. Teachers play an important role in guiding learners to be able to read naturally. At this stage the teacher must pay attention to learners who are slow to read. So by using the right media, it is expected to increase the interest and willingness of students to learn to read.

Realising the importance of the right learning media in learning to read at the beginning and looking at the results of previous research, there needs to be special attention to overcome these problems. One of the efforts to improve early reading skills is to use big book learning media.

Big Book is a large-sized book with text and illustrations specifically designed for use in a classroom setting. The book is usually large enough to be seen clearly by all learners in the room, including those sitting at the back of the class. Big books often contain illustrated stories, simple text and attractive illustrations. Big books must have an attractive and illustrative design so that all learners can be interested in seeing the media being used by the teacher. Big book itself was chosen because it has the advantage of being liked by children, including children who face reading difficulties. The use of big book media can also increase students' enthusiasm in learning. The use of big book media can improve students' reading skills (Puri, 2020).

Learning outcomes are changes in a person's behaviour both in terms of knowledge or attitudes, after going through the learning process, both formal and non-formal. Dimiyati and Mudjiono (2006: 3-4) state that learning outcomes are the result of an interaction of learning and teaching actions. The factors that influence learning outcomes are divided into three, namely internal, external and environmental factors. Within the internal factors, there is

motivation, intelligence and cognitive ability, learning style, health and experience of each student. External factors include teaching quality, curriculum and teaching materials, educational facilities, family support and school environment. Environmental factors are socio-economic, social and cultural conditions, peers, and home environment conditions. So, the learning outcomes of each individual student can vary according to how their social environment runs.

Early reading learning outcomes refer to the skills and knowledge that children acquire when they start learning to read. Some of the expected reading learning outcomes are learners being able to recognise letters and phonemes, being able to read simple words and sentences, being able to develop acquired vocabulary, and being able to understand reading texts and being able to relate stories to personal experiences. Based on the description written above, the title taken from this research is 'The Effect of Using Big Book Learning Media on the Learning Outcomes of First Grade Reading Students of SDN Jambeanom 1 Bondowoso'.

Method

Type of research

The approach in this research is a quantitative approach. The type of research used is quasi experiment in the form of non-equivalent control group design. Experimental research is a research method designed to identify cause-and-effect relationships between variables by controlling and manipulating independent variables to observe their effects on dependent variables.

Place and Time of Research

The location of the trial of the effect of using big book learning media was conducted at SDN Jambeanom 1 Bondowoso. This research was conducted in the odd semester of the 2023/2024 school year and has used the independent curriculum, with the subjects using two classes, class 1A and class 1B with a total of 30 students.

Research Subjects

The subjects in this study were grade 1 students of SDN Jambeanom 1 Bondowoso consisting of two classes, namely class 1A totalling 15 students and class 1B totalling 15 students.

Data Analysis Technique

The data analysis technique used in this research is descriptive analysis technique, where this analysis is used to summarise, describe, and analyse data so that it can be better understood and used to obtain averages and percentages.

a) Validation: Validation for big book learning media was tested on two expert validators. Validation was carried out by one PGSD lecturer and one class teacher, then determined the average score of the indicators that had been given. Furthermore, the score is converted using the following formula.

$$Valpro = \frac{srt}{smt} \times 100$$

Description :

Valpro = instrument validity

Srt = real score achieved

Smt = maximum score achieved

The results of the instrument validity analysis were then confirmed with the validity criteria with table 1 as follows, (Masyhud, 2016: 243).

Table 1. Criteria for Product Design Validation Results by Validators

Score Criteria	Product Feasibility Category
81-100	Very Feasible
61-80	Feasible
41-60	Feasible
21-40	Less Feasible
0-20 Very	Less Feasible

If the score obtained has a minimum score of 60, then the research instrument is said to be feasible. If the score obtained is less than the minimum score of eligibility, then the instrument must be revised first before being tested in the field.

The operational definition is formulated to avoid misinterpretation of the terms contained in this study. Operational definitions are formulated based on the variables that have been studied. The definitions that will be described are as follows.

a) Big book learning media is one of the most appropriate media to improve students' beginning reading skills because it is in accordance with the characteristics of big books which have large text, attractive and colourful pictures and illustrations. The content of the big book is in accordance with the subject matter being taught in class.

b) Learners' beginning reading skills are an early stage in their literacy development. At this stage, learners learn to recognise letters, associate sounds with the letters (phonemic process) and understand how to form words.

Data collection methods are techniques or procedures used to collect information needed in research. The methods used in this study are as follows.

1) Observation: Observation is a data collection technique by observing and recording symptoms or behaviour that occurs in the field (Sugiyono, 2017).

2) Interview: According to Masyhud (2016: 271), suggests that interviews are a data collection method that contains points that will be asked of respondents.

3) Test: The test in this study is in the form of an objective question test, giving tests at the time of the pretest and posttest.

4) Documentation: Collecting data from existing documents, such as reports, records, archives, or publications. Documentation is useful for obtaining historical data or data that cannot be obtained through other methods.

RESULTS AND DISCUSSION

Based on the data that has been obtained, the data selected in this study is to calculate the difference in pretest and posttest scores in the experimental class group and control class group. The t-test analysis in this research is used to be able to answer the formulation of the problem that has been formulated. The normality test is used to determine whether the data collected follows a normal distribution or not. In this study, One-sample Kolmogorov-Smirnov was used in spss 25. The results are as follows.

Table 2. Normality Test Results

		Tests of Normality		
		Shapiro-Wilk		
Kelass				
Hasil Belajar Siswa	Pre-Test (Kelass Kontrol)	.917	15	.175
	Post-Test (Kelass Kontrol)	.808	15	.060
	Pre-Test (Kelass Eksperimen)	.918	15	.181
	Post-Test (Kelass Eksperimen)	.888	15	.062

It can be seen from the table above, that the Sig. value in class 1A (experimental class) is $0.062 > 0.05$ and the Sig. value in class 1B (control class) is $0.060 > 0.05$. Based on the data obtained, it can be concluded that the data is normally distributed because all Sig values. > 0.05 .

Next, the relative effectiveness test was carried out, the effectiveness test was carried out after the hypothesis test showed an effect. Hypothesis testing is carried out to calculate the level of effectiveness of a treatment, compared to the treatment of other different groups. The relative effectiveness test aims to determine the extent of the success rate of learning outcomes of students whose classes are treated in learning using big book media with classes that do not use media. The results of the relative effectiveness were interpreted based on the following criteria.

Table 3. Criteria for Interpreting the Relative Effectiveness Test

Relative Effectiveness Test Results	Effectiveness Category
$81\% < ER \leq 100\%$	Very high effectiveness
$61\% < ER \leq 80\%$	High effectiveness
$41\% < ER \leq 60\%$	Medium effectiveness
$21\% < ER \leq 40\%$	Low effectiveness
$0\% < ER \leq 20\%$	Very low effectiveness

The data obtained based on calculations using the ER formula, obtained the results of the relative effectiveness test for the cognitive domain of 72.3% in the high

effectiveness category. Based on these results, it can be concluded that the experimental class that was treated in learning activities using big book learning media was 72.3% more effective in students' early reading learning outcomes compared to the control class which in learning did not use big book media.

Reading for primary school children is a very important activity and has many benefits both educationally and their overall development. Reading can build learners' language skills, help them expand their vocabulary and enrich their understanding of language structures. With regular reading, learners will improve their reading skills, both in terms of words and understanding words. Children's books often present new information and knowledge. Diligent reading can improve social skills and empathy, through reading storybooks that tell the feelings of others and develop empathy. Learning to read is a complex and ongoing process. With the right approach and adequate support, students can develop strong reading skills that will bring great benefits in their education and their lives as a whole.

Beginning reading is a critical phase in learners' reading learning in primary school, it is the process by which learners begin to develop their basic reading skills. During the learning stage of beginning reading, learners begin to recognise letters, phonics, early vocabulary, understanding context, and an individualised approach. Letter recognition, learners begin to recognise the letters of the alphabet and learn to name the letters. Phonics, phonics learning teaches learners the relationship between letters and sounds. Early vocabulary, learners recognise simple vocabulary used daily. Understanding context is when learners understand the meaning of the sentences they read and how they relate to each other. Individualised approach, each child learns in a different way, so it is important for teachers to use the right approach to suit each learner's needs.

The success in using big book learning media makes students more active in learning and has high curiosity about the media being used. Big book learning media has large and attractive visuals, big books usually have large images and text that are easily seen by all students in the classroom. The use of big books is also able to bring the story to life, with a large size, the teacher can more easily tell the lesson material that is being taught. Big books also support learners' reading skills, because the characteristics of big books are large and clear, this can help learners in beginning reading and understanding new words. The most important thing about using big books is that it can increase learners' involvement in the learning process in the classroom. In addition, it can facilitate group discussions and share ideas easily, which supports collaborative learning in the classroom.

The use of big book learning media is expected to improve the learning outcomes of grade 1 students at SDN Jambanom 1 Bondowoso. Learning outcomes are often used to determine how far someone has mastered

the material that has been taught. According to Sudjana (2016: 22), learning outcomes are the abilities that exist in students after they go through the learning process. According to Ahiri (2017: 18), learning outcomes are individual behaviours that can be observed and can show the abilities possessed, changes in the behaviour of students as a result of learning can be classified in certain dimensions.

The type of research used in this research is pseudo-experimental research with a non-equivalent control group research pattern. This design was chosen to measure the effect of big book learning media on student learning outcomes by dividing groups, namely experimental and control classes. Furthermore, there are three research steps used, namely conducting an initial test (pretest) before being given treatment. Then given a treatment using big book learning media. Then continued with the final test (posttest) to get the results of whether or not there is an effect of using big book media. The data collection methods used were observation, interviews, and tests. The validation of the instrument resulted in a score of 81, this value determines that the test instrument is included in the 'very feasible' criteria. The subjects of this study were all grade 1 students at SDN Jambeanom 1 Bondowoso consisting of 2 classes, namely class 1A with 15 students and class 1B with 15 students. This research was conducted offline, held on 10 June 2024 to 13 June 2024 for 4 days with a division of 2 days experimental class and 2 days control class.

Based on the analysis that has been carried out using SPSS version 25 and using Ms.Excel, it is known that the results of the homogeneous test are significant at 0.37 based on mean and it can be concluded that the research data is homogeneous. for the t test results, it shows that the tcount is -2.378. Then the t-test results are consulted on the t-table at the 5% sig level with df = 28 so that the t-table value is 2.048. Based on this analysis, it can be seen that the value of tcount > ttable.

Based on the overall analysis carried out, it can be concluded that there is a significant effect of using big book media on the learning outcomes of grade 1 students of SDN Jambeanom 1 Bondowoso.

CONCLUSION

Based on the results of data analysis that has been done, it can be concluded that there is an effect of using big book media on the learning outcomes of grade 1 students of SDN Jambeanom 1 Bondowoso, as evidenced by the ER test results of 72.3% with a high effectiveness category. The difference in influence is that the reading learning outcomes of students taught using big book media are higher than the learning outcomes of students taught without big book media. This can be seen from the value after being given treatment (posttest) on the theme of germ awareness using the t-test in the experimental and control classes. The average posttest value of the cognitive domain in the experimental class was 85.7, while in the control class it was 78.0.

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