

Big Book Media in Early Reading Learning of First Grade Students

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ABSTRAK

Saat ini siswa mengalami kesulitan dalam membaca di sekolah ditambah lagi belum ada media pembelajaran yang digunakan guru sebagai penunjang kemampuan membaca permulaan dalam proses pembelajaran di kelas 1 dikarenakan keterbatasan sarana dan prasarana di sekolah. Tujuan penelitian ini yaitu mengembangkan dan mengetahui validitas media big book pada pembelajaran membaca permulaan kelas 1 Sekolah Dasar. Metode penelitian ini menggunakan penelitian pengembangan dengan model pengembangan ADDIE. Subjek dalam penelitian ini adalah 1 guru, 2 siswa serta 2 aspek desain, 2 aspek materi, dan 2 aspek bahasa. Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Instrumen yang digunakan adalah lembar validasi dan lembar wawancara serta teknik analisis data yang digunakan adalah kuantitatif dan kualitatif. Hasil penelitian yang diperoleh yaitu media big book pada tema 1 subtema 1 untuk siswa kelas 1 Sekolah Dasar yang layak digunakan berdasarkan penilaian ahli desain dengan presentase 93,8% dengan kriteria valid, ahli bahasa 94,4% dengan kriteria valid dan ahli materi dengan presentase 86,3% dengan kriteria sangat valid. Presentase rata-rata hasil validasi sebesar 91,5% dengan kategori sangat valid tanpa revisi.

ABSTRACT

Currently students experience difficulties in reading at school, moreover there is no learning media used by teachers to support initial reading skills in the learning process in grade 1 due to limited facilities and infrastructure at school. The purpose of this study is to develop and find out the validity of the big book media in learning to read at the beginning of grade 1 elementary school. While the subjects in this study were 1 teacher, 2 students and 2 design aspects, 2 material aspects, and 2 language aspects. The methods used to collect data are observation, interviews, and questionnaires. The instruments used were validation sheets and interview sheets and the data analysis techniques used were quantitative and qualitative. The research results obtained are big book media on theme 1 sub-theme 1 for grade 1 elementary school students who are suitable for use based on the assessment of design experts with a percentage of 93.8% with valid criteria, linguists 94.4% with valid criteria and material experts with a percentage 86.3% with very valid criteria. The average percentage of validation results is 91.5% with a very valid category without revision.

1. INTRODUCTION

Reading skills are divided into two, reading in the lower grades, namely early reading and reading in the high class, namely reading comprehension (Liu et al., 2020; Mardiana & Hidayat, 2019; McLeod et al., 2019). Reading the beginning in the low class has a lot of methods, there are several methods used in learning to read the beginning (Bobkina & Stefanova, 2016; Kesumadewi et al., 2020; Manurung et al., 2020). Reading is a complex and complicated skill that includes three components. It is including recognition of letters and punctuation marks, relationship between letters and punctuation marks and formal linguistic elements, correlation between the ability to recognize shapes in the form of images and the ability to connect black signs on paper (Gizatulina et al., 2020; Jang & Protacio, 2020).

The ability to read beginnings is how a person is able to sound the language precisely and clearly. There are several difficulties experienced in reading the beginning, namely: (1) scrambled in reading; (2)

having difficulty reading double vocals, double consonants, and difong; (3) below is able to read sentences; (4) below able to name consonant letters; (5) below can spell letters; (6) forgetting the spelled word; (7) perform word additions and substitutions; and (8) long time in spelling (Arnold & Reed, 2019; Marhaeni et al., 2018; Tiro, 2018). Learning related to simulation of initial reading ability is still not effective which causes not optimal student initial reading ability (Fahrurrozi et al., 2020; Korat et al., 2021; Risqi & Rini Setianingsih, 2021). It can be seen that during the learning process children are still able to distinguish letters and below know the relationship between sound and letter shape by that researchers are interested in making something media that can stimulate children's initial reading ability with conducting research on the development of big book media to stimulate children's early reading skills (Hilda Hadian et al., 2018; Karima & Kurniawati, 2020; Widyaningrum & Hasanudin, 2019).

Students who have difficulty reading and at school there is no learning media used by teachers as a support for initial reading skills in the learning process in grade 1 due to limited facilities and infrastructure in schools (Haryadi & Selviani, 2021; Ramadanti, E., & Arifin, 2021; Supriyadi et al., 2020). Previous study state that teachers still teach conventionally and there is no media used to make students less enthusiastic when teaching and learning activities in class (Mardiana & Hidayat, 2019; Putra, 2021). So students feel bored because students do not have motivation and encouragement in learning. Media or learning support facilities are needed to raise students' enthusiasm when participating in learning activities (Istri Aryani & Rahayuni, 2016; Napratilora et al., 2020; Syakur et al., 2020).

Researchers have conducted an interview with a grade 1 teacher at SDN Kuala Gading, that the availability of media to support student reading activities is still lacking and only relies on teacher books, student books, and whiteboards. As well as the lack of using varied media in teaching early reading in the classroom. Until the interest in learning to read is low because the media and methods used are still not interesting. In these problems, among others, namely: 1) students are not good at the letters of the alphabet, because below can recognize the differences in letters, and below can mention letters; 2) students' low interest in reading books; 3) teachers still rarely use learning media; 4) students' self-confidence in reading is still lacking.

Alternative solutions that can be provided to overcome the above problems by developing learning media in the form of big book media. Due to the lack of interest in reading students and the lack of teachers using initial reading media, therefore the reading media that attracts the attention of researchers is the big book media, the big book media in the form of a large book in which there are pictures and stories with large sizes and interesting colors so that students become happy to read it (Fitriani et al., 2019; Mardiyanti et al., 2022; Saefuddin et al., 2019). Big book media is a type of big book media using a global method in which there are images, writings, with large scale sizes. There are several variations in the size of the big book media, ranging from A3, A4, A5 or you can also adjust the size of the class being taught (Prawiyogi et al., 2020; Sa'idah Laily, 2019; Setyorini et al., 2019). The specialty of big book media is that there are color images and large sizes that can attract students' attention so that they can improve and make it easier for students to read the beginning and understand the reading text with the support of images (Hilda Hadian et al., 2018; Setiyaningsih & Syamsudin, 2019; Sulaiman, 2017).

Development is research that is applied to obtain a product result. The product is usually in the form of teaching materials or learning media, teaching materials are important in supporting the learning process in the classroom (Asyhari & Silvia, 2016; Elkordy, 2016; Nurjanah & Hakim, 2018). This is because teaching materials can help teachers and students in delivering learning materials in class. The aims of this study is to develop and find out the validity of big book media in reading learning at the beginning of grade 1 elementary school.

2. METHOD

This research is a type of development research, this learning media development research uses two approaches, namely a qualitative approach and a quantitative approach. The qualitative approach aims to obtain information and data through lemabar interviews, validation sheets (Maxwell & Reybold, 2015; Vaismoradi et al., 2016). Meanwhile, a quantitative approach is used to test the validation of learning media to be developed (Creswell, 2013; Hayashi et al., 2019). This study used the ADDIE development model. The ADDIE development model consists of 5 stages, namely: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2010; Cahyadi, 2019). However, the research conducted by researchers is only limited to stage 3, namely the Analysis, Design, Development stage. This is due to time and cost constraints in research. The place of implementation of this study was at SDN 020 Kuala Gading.

Media that have been created by researchers will be validated by media experts, material experts, and linguists. In order to be able to find out the shortcomings of the big book media that has been made

and can be revised/improved. Then the big book media will be revalidated to be tested for the ability of the material. If the big book media developed has been declared valid, the big book learning media is ready to be used. The types of data processed from this study are primary data and secondary data. Perimer data is raw data that is processed directly through observation and interviews and from media validators, material validators, and language validators. Secondary data is data obtained through journals and books related to big book media.

Furthermore, the ang instruments used are validation sheets and documentation, and the data obtained will be analyzed qualitatively and quantitatively. In qualitative data analysis, it is processed from validation suggestions and comments that have been filled in by expert validators. Meanwhile, quantitative data analysis is obtained from the results of validation assessments that have been filled in by validators. In researchers who perform validators who use the likert scale. To find out whether a learning media is valid or not, validity criteria can be used it can be seen in [Table 1](#).

Table 1. Validation Result Criteria

Percentage (%)	Creteria is valid
80-100 %	Valid (no revision required)
70-80 %	Quite valid (no revision required)
50-70 %	Less valid (revised)

3. RESULTS AND DISCUSSION

Results

In the developmental obsevation researchers conduct field studies. That in reading the beginning applied at SDN 020 Kuala Gading is still not optimal. The initial reading ability of most grade 1 students is still relatively lacking. One of the causes of the lack of reading skills at the beginning of students is due to the lack of variety of learning media used so far. In the development of big book media, researchers use the ADDIE development model with three stages, namely Analysis, Design and Delevopment..

At analysis stage, what researchers can do is to collect information related to the problems faced in learning, namely by conducting interviews with grade 1 teachers of SDN 020 Kuala Gading. Then researchers will identify existing problems and can develop big book media on thematic learning as problem solvers. Educator Analysistics (teacher), this analysis was carried out through an interview process with the homeroom teacher of grade 1 to obtain the problems faced by the homeroom teacher and researchers at the beginning of the interview. Then the researcher conducted the next interview to find out the needs of the big book media that the teacher wanted. From the interviews that have been conducted, there are several needs from educators, such as the use of big book media encourages students to be more active in learning, so that students are not easily saturated in learning to read because there are animated images and colored writing. The existence of animated images and brightly colored writing to strengthen the material presented and not make the student bored. And from the appearance of the big book, it is made as attractive as possible for the attractiveness of the big book and the suitability of the class level.

Learner Analytics (Students), this analysis was carried out by interviewing 2 grade 1 students of SDN 020 Kuala Gading to find out the needs of the big book media that students wanted. In the delivery of learning materials can be adjusted so that the student's initial reading learning experience becomes an interesting part. Then make it easier for students to understand the reading material presented, and teaches students direct interaction with the environment and reality. Learning Material Analysis, in analyzing, it can be done by estimating related to core competencies, basic competence (KD), and indicators of competency achievement which refers to the 2013 curricula. This analysis will be the basis of the material in the development of big book media. This curriculum analysis aims to determine the scope of the material, learning objectives, and the selection of appropriate strategies as a basis for developing the expected big book media. The analysis carried out by the researcher was about the material on theme 1 subtheme 2 of learning 1 and 3 in grade 1 SDN 020 Kuala Gading.

Second, *Design Stage*. Big book media designed to adapt to KI, KD, and learning objectives based on the analysis that has been carried out. The big book media can be equipped with bright colors, clear images and colors that appeal to students. In designing big book media makers, researchers set image designs that are in accordance with the meter and attractive to students. Preparation of materials used in the manufacture of big books is show in [Figure 1](#). Designing the creation of the cover in this cober the researcher wrote a big book recognizing letters and numbers with new friends, the researcher described

writing the letters of the alphabet and numbers, given a bright watna to dance. Here's the cover image that the researcher madeas show in Figure 2.



Figure 1. Image Tools Used In Media Creation



Figure 2. Image Tools Used in Media Creation

The next step is the content of the big book, the researcher writes the story based on the images in the theme of the story, namely new friends. The researcher added an animated picture to make it look more attractive and gave the appropriate colors, the image made by the researcher manually is show in Figure 3.



Figure 3. Images Used in the Creation of the Media

Furthermore, what is contained in the theme of making big book, researchers made an arrangement of songs created by A.T Mahmud entitled who your name is, then continued again by getting to know the color of the voice of a new friend. Here the researcher makes an image with an animation of balit notes on the music to make it look more attractive and adapted to the material following the image made by the researcher as show in Figure 4.



Figure 4. Images Used in the Creation of the Media of Songs

The next sheet the researcher describes knowing the large and small letter and recognizing 1 to 10 here the researcher describes the letters of the alphabet along with additional objects, which are easy for students to remember so that students are more motivated to read the beginning. The animations and images are bright and attractive colors to make it clearly visible to read them. The image that have created is show in [Figure 5](#).

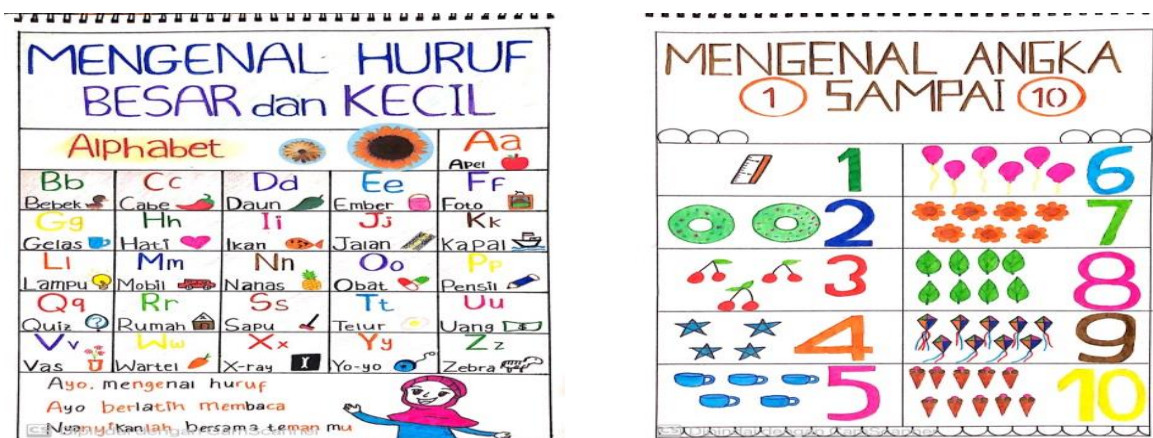


Figure 5. Images Used in the Creation of the Media Alphabet

The development stage aims to produce a valid big book media so that it is suitable for use in the learning process. From the content of the big book media, it is a story about the activities of grade 1 students when they first entered elementary school. Where the sentences in the story are then deciphered using the method of reading the beginning. For pictures from the big book media in can be from the student book theme 1 subtema 1 Me and New Friends. Based on the validation of this product, it is carried out by presenting several experts or experts who are experienced to assess learning media in the form of big book media on theme 1 subtheme 1 that has been made by researchers. The researcher conducted an assessment with two design experts, two material experts, and two linguists. Base on data analysis, show the results of the research on the results of validation I and validation II were obtained from the combined results of two validators with an average percentage of 93.8% with valid / feasible riteria. The validation obtained the fact that the big book media developed could be used without revision. At the validation stage of this material have two validators. This validation is carried out only once because the value obtained from the material expert is valid.

Base on data analysis, there are the results of material expert research on this validation obtained a value of 86.3% with a valid category (without revision) therefore the validation of this material expert was carried out only once because the value was valid. Language aspect validation is done only once because the value obtained from the design expert is valid. Base on data analysis, show the results of the research on the results of validation I and validation II were obtained from the combined results of two validators with an average percentage score of 94.4% with valid/feasible criteria. The validation obtained the fact that the big book media developed could be used without revision. Recapitulation of big book media validation results is show in [Table 2](#).

Table 2. Recapitulation of Big Book Media Validation Results

Assessed Aspects	Validation percentage (%)	
	I	II
Design Expert	77,5 %	93,8 %
Material Expert	86,3 %	86,3 %
Linguist	91,7 %	94,4 %
Average	85,2 %	91,5 %

Based on the [Table 2](#), show the data processed from the validation results on the big book media aspects, namely media, language, and materials for theme 1 subtheme 1 obtained very valid values. Diagram of comparison of big book media assessment results is show in [Figure 6](#).

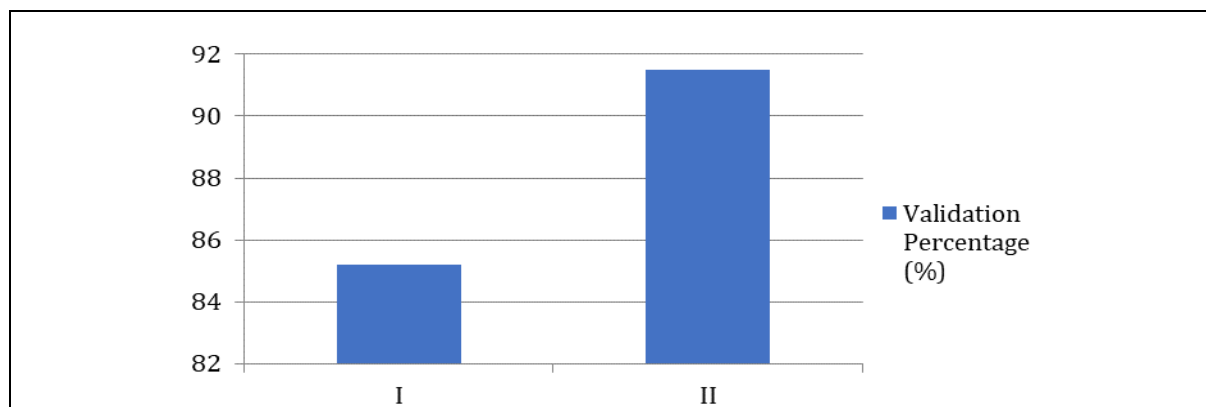


Figure 6. Diagram of Comparison of Big Book Media Assessment Results

Base on [Figure 6](#), show in the first validation, the big book media product obtained an average of 85.2% while the second validation obtained an average of 91.5% it can be seen that there was an increase from the first and second validations. It is concluded that this big book media in reading learning the beginning of theme 1 subtheme 1 for grade 1 elementary school is declared very feasible to use, after passing validation with the six validators, namely desai experts, material experts, and linguists. In the problem above, it can be concluded that the product developed by the researcher, namely the big book media in learning to read the beginning of theme 1 subtheme 1 "Me and New Friends" received an average score of 91.5%. Thus the big book media developed is worthy of use without revision.

Discussion

In this study using development research in the form of a method used to develop products and validate products effectively and efficiently. Researchers aim to develop learning media that are suitable for use in learning activities. This big book media is developed in accordance with research and development steps, researchers use the ADDIE development design (Analysis, Design, Development dan Evaluation). Researchers limit the stages of the ADDIE model to the third stage, namely Development, this is due to limited research time. The first stage is the analysis stage, the analysis stage is a stage carried out by observation and interview methods to find information ([Kholis et al., 2020](#); [Mutakinati et al., 2018](#); [Vaismoradi et al., 2016](#)). At this stage, the first thing the researchers collected data in the form of interviews by identifying problems encountered at SDN 020 Kuala Gading.

Based on the results of the analysis, the teacher's meal requires learning media that can help the beginning reading learning such as to facilitate the initial reading learning process, students need learning media that can help to understand a reading ([Hilda Hadian et al., 2018](#); [Mahayanti et al., 2017](#)). Learning media is in the form of a tool or means in physical form and special design to be used as an intermediary for the delivery of learning materials from teachers to students, so that effective and efficient communication is established ([Astra et al., 2020](#); [Fansury et al., 2020](#); [Muruganantham, 2015](#)). So researchers developed a big book media to start in early reading learning in students. Based on the student's analysis, students need a preliminary reading media that is in accordance with the opinion of previous study that state teaches early reading through a fun play process in an educational experience providing an alternative medium for learning to read beginnings through observers of image objects and colors that are chained to letters and words so that students are easier to read the beginnings ([Ramadanti, E., & Arifin, 2021](#); [Saefuddin et al., 2019](#)).

Base on the media design namely the big book media, is a storybook with a large special characteristics, both text and images, so that joint reading activities occur between teachers and students. This book has special characteristics such as being full of bright colors, has large words and letters, has interesting animated images, has a ceita plot that is easy to guess and has simple text patterns, this big book media has special features ([Fitriani et al., 2019](#); [Setyorini et al., 2019](#)). According to previous study big book media has several privileges including the following: (1) Provide opportunities for students to engage in reading activities together; (2) Allow all students to see the same writing when the teacher reads the writing; (3) Allow students to jointly give meaning to every piece of writing that has a big book greeting; (4) Provide opportunities for students who are slow to read to recognize writing with the help of teachers and other friends; (5) Discussions by students, including slow-reading students; (6) Develop all aspects of language; and (7) Can be interspersed with relevant conversations about the content of the

story with students so that the reading topic is increasingly developed according to the student's experience and imagination (Prawiyogi et al., 2020; Saefuddin et al., 2019; Setyorini et al., 2019).

The implication of this study by using big book media, it is hoped that it can increase students' interest in learning to read in the early grades, especially for students who have difficulty learning to read in the early grades, students already enjoy reading, their reading skills will also increase, and when in high grades, their reading skills will be better. However, the research conducted by researchers is limited that only contain 3 stages, namely the analysis, design, development stage. This is due to time and cost constraints in research. The place of implementation of this study was at SDN 020 Kuala Gading. Therefore it is hope future study can improve the shortcomings of this research related to development of big book media for initial reading.

4. CONCLUSION

Based on the results of the research that has been made, it can be concluded that the resulting media is the big book media in the first grade theme 1 "Myself" subtheme 1 "me and new friends" which consists of Indonesian subjects detailing vocabulary and recognition expressions. The quality of big book media has reached the eligibility standard based on the results obtained from each validator. The development of big book media used for early reading students in grade 1 Elementary school obtain very good quality from the aspect of assessing this big book media to read the beginning in grade 1 of elementary school.

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