

## THE IMPLEMENTATION OF BIG BOOK IN AN EFFORT TO IMPROVE ELEMENTARY SCHOOL STUDENTS' READING COMPREHENSION ABILITIES: A CASE OF WEST JAVA PROVINCE IN INDONESIA

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This classroom action research is a collaboration research between lecturers with primary school teachers which aimed at minimizing the difficulty of elementary school students in reading comprehension by using a big book. Components that increased in reading comprehension consisted of four aspects, namely: answer the questions in a lateral and inferential, write the central thread in every paragraph, formulate the theme, and make the conclusion. Research subject consisted of 36 students of a fifth grade at an elementary school (SDN Sukarasa 3 Bandung). The selection of class V was based on the assumption that students of a higher grade must be having high skills, since they are almost prepared for the final elementary school examination and ready to go to a next level. This study consisted of two cycles. Each cycle began with a pre-test. Pre-test of the average value of reading 1.18 was based on the scale of 4.0. The first cycle consisted of one action. The second cycle consisted of three actions. Every cycle consisted of plan, act, observe and reflect. The result of the first cycle by the students reached 2.89 (63.89%), This result had not reached the minimum criteria which is 85% which students need to reach the average 2.80. The result of second cycle for the first action the average value as 3,73 (individual), the second action reached 3.98 (in groups) and the third action reached 3,97 (in pairs). The results of action 1 in the second cycle had reached the minimum standard of the required value, but researchers continued with the action 2 and action 3 because there were still 15% of students who were not able to determine the central thread, and 8% could not make a good conclusion. Post result of the second cycle of the average value reached 3,95 (individual). By comparing the results of the average pretest of the first cycle which was 1.18 and the results of posttest of the second cycle which was 3.95, it was proved that the use of a big book media increased students reading comprehension fifth grade elementary school students. Thus, the use of the media for a big book can raise students reading interest, as well as improve teachers' performance in preparing, and implementing a good learning process.

**Keywords:** reading comprehension, reading skills, students, elementary school and big book

### INTRODUCTION

Reading as part of literacy, believed by developed community as one of the primary needs of every single human being as the people in the world community that is moving incredibly fast. Most researchers consider literacy as a citizen rights that must facilitated by every country. Hence, many countries especially those who are building and developing made literacy as key development agenda much spent. It is because of an awareness of the government that literacy can provide an

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opportunity for economic and social development towards welfare either of an individual life and the community. As was emphasized by language and education scientists that literate population is important in contribute towards the progress of nations. A source of literate human is the most significant asset for any country in the world (Ambigapati, 1999).

Literacy is not just reading and writing skills mechanically. Literacy is covering response, understanding and activities of daily life which is constituted and applied through sustainable learning activities. In this case, the literacy concept have the broad meaning as suggested by Wagner (1987), Freire and Maeco (1987), Namuddu (1987) and Unsworth (1993) namely mastery a stage of science which based on integration between listening, speaking, reading, writing counting and thinking skills.

This capability involves collecting the activity of collecting knowledge that direct somebody to understand and use language precisely accordance with social situation. The concept of literacy used in this activity blends the concept of functional literacy, literacy skill (basic skill life and cultural literacy).

Literacy definition is directed to the ability of reading and writing or literacy. In the context today, literacy has a wide meaning. Literacy can also mean literate in technology, politics, think critically and sensitive to the environment. Contemporary literacy can be defined as someone's skill in using writing and printing information to develop knowledge so it is useful for the community. Further, someone can be said literate when she is able to understand something due to being able to read and do something based on her reading comprehension. Similarly weak ability to read and write not only among students in primary school, junior high school, and high school, but until students in a college. This is because rule (approach methods, technique) and learning media is not appropriate and less varied. Basically, read and write activity has not reached the rating of proud and has not reached national education targets (Hartati, 2009).

This is also the condition of learning the Indonesian language in the school where the research has done, seen from the outcomes of learning and attitude toward Indonesian has not been plume. One of the aspects that needs to be overcome is the ability in reading comprehension, as this will determine the success in learning the Indonesian language and other subjects. Data from pretest, average of reading comprehension is 1.18 according to the scale 4.0.

Thus, need to be designed and carried out a careful study with attention to various things such as: the characteristics of students, learning media which is attractive and innovative, the text with the appropriate level of visibility which is attractive and evaluate students' study results who comprehensive and sustainable.

## **FORMULATION AND OBJECTIVES OF RESEARCH**

Based on the background above, the problems can be formulated as follows: ‘How can increase students’ 5<sup>th</sup> grade reading comprehension through the use of media big book?’ This reading comprehension problem was limited in four aspects, namely: answer the questions of the content of the text, write the main idea, formulate the theme, draw the conclusion of the text. Research objectives to be achieved, the improvement of 5<sup>th</sup> grade students of public elementary school Sukarasa 3 (SDN Sukarasa 3) Bandung, on the subject of Indonesian subjects with using media big book.

## **BIG BOOK AS A LEARNING MEDIA**

Big book is a book of large size with interesting colors. By large size, large font size, and interesting colors; big book is very suitable as a reading learning media in elementary school, good either for low class or high class. Benefits big book as a learning media as follows:

- Students engaged in reading together
- Students involve in reading together
- Students give knowledge and experience from the content of the text
- Students increase their reading aloud and reading comprehension
- Students increase their imagination, motoric, grow some of pleasure and raise reading interest
- Students have modeling reading

The following are steps of Big Book reading Model. First, teachers prepare instrument/material needed, namely Big Book which is suitable with the theme to be taught. Second, prior the use big book in modeling, teachers have to read first until fully understand. Third, teachers choose a strategy modeling matches the class. For example, if class too dense, teachers govern classes in an engaging seats manner and make it in lined in front of the class or prepare to sit on the floor in front of front of the class. If possible reading modeling can be conducted at outside the class. For example, under trees shade, in the school garden, or in the porch. Fourth, teachers are doing modeling with how to read word for word while pointing every word that is pronounced. Teachers should provide a conducive place. Fifth, teachers asked students to repeat what she read. Sixth, while reading a story, watch intonation to introduce simple punctuation implicitly, such as making a question and using question intonation. It is one of the ways to introduce punctuation. Seventh, teacher repeat read the word which is necessary. Eight, while reading big book teacher are asking questions to help their reading comprehension. For example, what color of shirts worn by the figures? The question followed by: What is your favorite color? Ninth, after finished reading, ask several students to retell the story (USAID, 2014)

### **LEARNING INDONESIAN SUBJECT IN ELEMENTARY SCHOOL**

The development of Indonesian subject at elementary school is based on three major aspects, namely characteristics of education, characteristic of elementary school students, and characteristic Indonesian subject in elementary school. Education in elementary school has its own characteristic distinguish it with high school education. A High School education is emphasized on academic mastery, while education in primary school is emphasizing in literacy. Characteristics of primary school students also categorized unique. The students on lower grade (class 1, 2, 3) as an early age, while a high grade (class 4, 5, and 6) as children and teenagers (Hartati et'al, 2012). In addition, students characteristics is surely different in terms of the aspect of cognitive, affective, socioeconomic background, culture, as well as learning environment of mother tongue (B1), second language (B2) and foreign language (BA) (Lengkanawati, 2007). While the general objectives of Indonesian language education is to be able to help children to communicate their thoughts and feelings by using good and appropriate Indonesian, orally and written. Thus, the role of teacher as a model, especially a model speaking at primamry school is very important (Khang Loh, 2009).

### **CHARACTERISTICS OF LEARNING INDONESIAN SUBJECT IN ELEMENTARY SCHOOL**

Some characteristics of learning Indonesian language according to Hartati and Heryanto (2014) as follows: 1) integrative, 2) whole language, 3) thematic, 4) communicative, 5) Contextual, 6) PAIKEM (active learning, innovative, creative and pleasing), and 7) strive for a process (practice four language skills: listening, speaking, reading and writing).

### **LEARNING MATERIAL FOR INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL**

Scope for Indonesian subject includes components of language and arts capabilities covered some aspects as follows: listening, speaking, reading, writing and children arts (Hartati and Heryanto, 2009). At the end of education in elementary school, students have read at least nine literary books and non-literary books. Literary and non-literary texts for elementary students have different characteristics based on its own level (Hartati *et al*, 2010). Material in line with rate of literacy text and reader comprehension, not only can raise reading comprehension, but also can have a positive impact on literacy capability. Therefore, teachers require having knowledge in choosing text as required as a result of teachers responsive, the teachers figure out the characteristics of students (USAID, 2015).

### **THE NATURE OF READING AND READING COMPREHENSION**

Oka (1983) says that reading as processing reading that is critically and creatively in order to acquire fully comprehension about an assessment of the situation, value, function, and the impact of reading. The main objective of reading also mentioned by Tarigan (1987) who says to find and obtain information, includes the content and understand the meaning closely once connected with a purpose of reading. Oka (1983) explains clearly that the main task of teaching reading, first is building and fostering students to have good reading skills, by giving proper and accurate respond verbally and written to what they have read. It includes (1) the ability to respond communicatively to words and sentences in surface of reading, (2) the ability to respond interpretatively on the stuff behind the surface, (3) the ability to respond evaluative imaginatively against the whole reading.

Reading comprehension is one kind of silent reading. Reading comprehension is interaction between language and thoughts in order to understand standards or norms of literary and non-literary. There are some criteria in assessing reading comprehension as follows: the ability to catch the contents of discourse both expressed or implied, the ability to retell the contents of discourse with her own words or language, the ability to find the main idea of each paragraph, the ability to find idea or sense of discourse, the ability to answer question comprehensively, and the ability to handle inefficient habits or defect in reading.

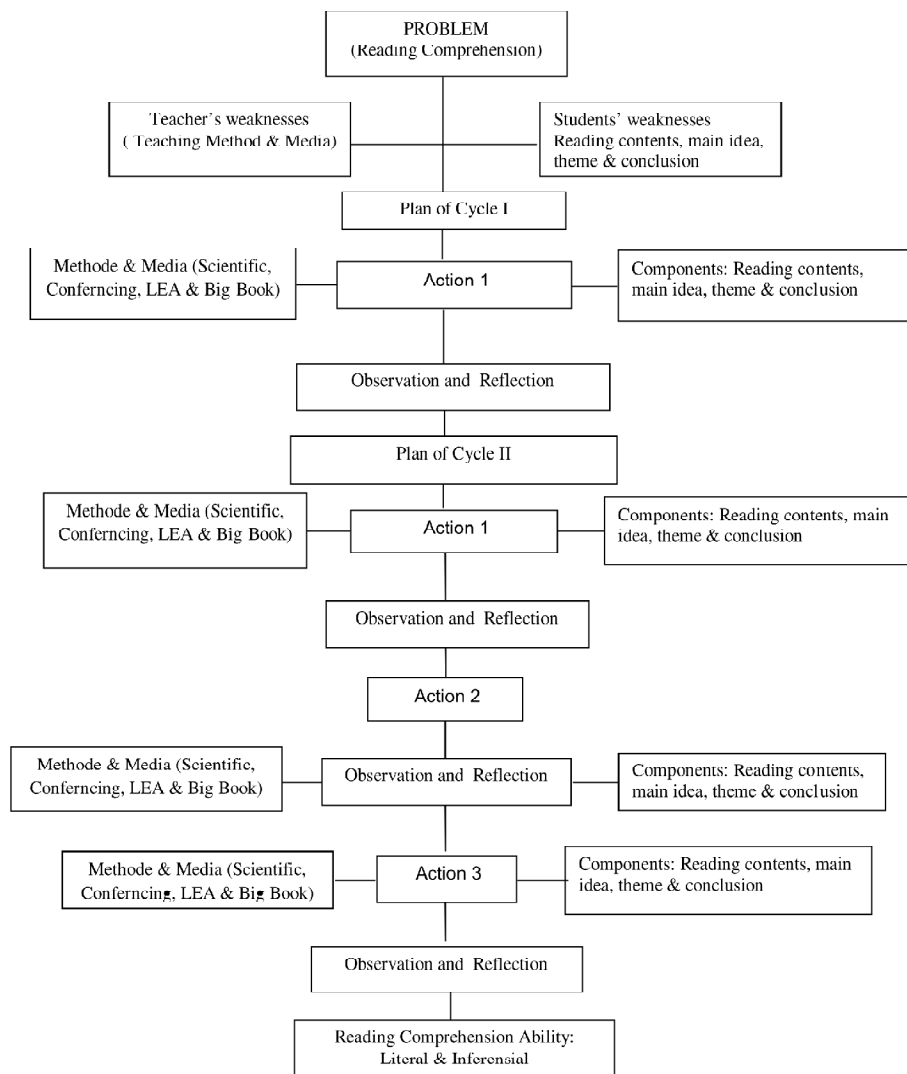
According to Tarigan (1987) the purpose of reading is to: find the basic idea, choose important items, follow guidance, determine reading materials organization, find visual images and other image, drawing conclusion, predict meaning, compose summary, and find distinguish the fact and opinions.

Ability for reading comprehension is the result study of intensive reading ability/silent reading once students receive learning experience through: questions the contents of reading, write the main idea, determine the theme, and formulate conclusion the contents of reading.

### **RESEARCH METHOD**

This classroom action research is using two approaches, quantitative and qualitative approaches. The quantitative approach used to measure students result study, while a qualitative approach used to see students behavior, interest and habits. Subject in this research consisted of 36 fifth grade students of SDN Sukarasa 3 Bandung. It consisted 19 girls and 17 boys.

This research consisting of two cycles. Every cycle started by pretest. First cycle consisting of one action. Second cycle consisting of three actions. Each action consist of: planning, acting, observing, and reflecting. Research Procedure can be described as follows:



**Figure 1:** Research Design of Literacy in Elementary School

## RESULTS AND DISCUSSION

Below are the results of data processing of Cycle I:

TABEL 1: THE RESULT OF THE ACTION OF CYCLE 1

<i>Reading contents</i>	<i>Main Idea</i>	<i>Theme</i>	<i>Conclusion</i>	<i>Average</i>
3,47	2,50	3,47	2,19	2,89

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Based on the data above, the average of reading comprehension on cycle I was 2.89. The percentage of the students who reached the minimum of passing criteria was 63.89%. This result has not reached 85% as decided by the teacher. It caused by the teacher has not sought/chased by other questions to solve problems faced by students. The teacher has not dig students' reading comprehension with varied questions. Based on the test on the first cycle, the results are as follows:

- 36% (13 students) have not reached the minimum value of criteria
- 53% (19 students) have not been able to determine the main idea well
- 19% (7 students) have not been able to determine the theme well
- 67% (24 students) have not been able to draw conclusion well.

Next will be displayed students' result learning on Cycle II consisted of 3 actions. The results of the Action 1 in Cycle II as follows:

TABEL 2: RESULT OF ACTION 1 CYCLE II

<i>Reading contents</i>	<i>Main Idea</i>	<i>Theme</i>	<i>Conclusion</i>	<i>Average</i>
3,90	3,44	3,89	3,64	3,73

The results of the action 1 show students have solved questions related to contents of reading. Students were capable to decide the main ideas. Students were capable to write the main ideas for the paragraph given. Students were capable to draw conclusion on certain paragraph, not the whole text yet. Students were enthusiastic as the teacher read big book with different texts. Students were excited about silent reading by using big book. Students were active in asking and answering questions while the learning process. Students have active discussion in groups.

When the teacher read big book, she should have finished read the whole book and then giving questions to students. In this study, Learning Experience Approach (LEA) has emerged. The prediction question has not emerged yet. The teacher always gives rewards to students, so students happy and enthusiastic. The teacher has linked her teaching process with character education and religious.

TABEL 3: THE RESULTS OF THE ACTION 2 IN CYCLE II

<i>Reading contents</i>	<i>Main Idea</i>	<i>Theme</i>	<i>Conclusion</i>	<i>Average</i>
4,0	3,9	4,0	4,0	3,98

In the action 2, positive things which was done by teachers were as follows: she always linked learning to character education and religious. The teacher asked independence and the difficulties encountered by students at home while they were doing their homework. The teacher always gave rewards to students. In learning the teacher has used Language Experience Approach (LEA). The teacher memorize

memorize all student names. The teacher was using new and varied texts to attract students reading interest.

In terms of students activities can be seen as follows: Students were happy with their homework because the texts were interesting to read and no difficulty. Students were able to answer questions based on the contents of reading. Students were able to decide the theme by using creative language. Students were able to write the main idea of each paragraph on the text. Students were able to draw a conclusion of the text. Students enthusiastic read the text in front of the class. Students were exited to do silent reading of different texts and they felt the text were interesting. Students were active in asking and answering while the instructional process happened. Students have active discussion in groups. Students who are slow learner were eager to report their group work confidently and it is great job.

TABEL 4: THE RESULTS OF THE ACTION 3 IN CYCLE II

<i>Reading contents</i>	<i>Main Idea</i>	<i>Theme</i>	<i>Conclusion</i>	<i>Average</i>
3,97	3,87	4	4	3,97

Things to be explained related to action 3 are as follows: The teacher did a good job. She was always giving rewards, although less expressive facial expression. Students were happy to do their homework because the texts were interesting and no difficulty. Students were able to detect the theme of the text by using creative language. Students were able to write the main idea of each paragraph on the texts given. Students were able to write a conclusion from the text. Students were enthusiastic to read the text in front of the class. Students were exited to do silent reading of different texts and they felt the text were interesting. Students were active in asking and answering while the instructional process happened. Students have active discussion in groups. Students who are slow learner were eager to report their group work confidently and it is great job.

## CONCLUSION

Based on the discussion above, it turns out that big book can improve the reading comprehension, especially for the students of 5<sup>th</sup> grade SDN Sukarasa 3 Bandung. Preliminary data from pretest shows the average value of four aspects (understand the content, write the main idea, decide the theme, and draw a conclusion) was 1.18. After action 1 in Cycle I, the average value increased to 2.89. On the Cycle II, point scoring was continue to rise, both individually and in groups. The average value of pretest was 3.41. The average value of action 1 was 3.73 (individual), action 2 was 3.98 (in groups), and action 3 was 3.97 (in pairs). From Action 3 on Cycle II, all students have reached 100% in four all four aspects to be improved. In addition to using media big book, the teacher has also used different approach and



method of learning as: communicative approach, whole language contextual and language experience approach (LEA).

Another finding, based on interviews and some observations the students preferred a handbook written big book compared to printed one. A handmade big book was drawing and coloring by hand, so there is a texture, more colorful, and it looks more natural. The students also felt were able to draw, because they are in the high class level. In addition, students knew the reading benefit and apply it in life, for example the benefit of clean environment, benefit of used paper, benefit of trash bin and the need to save paper. Students were also more creative in preparing theme, and conclusion in their own language.

Based on those findings, there are some recommendations, the school side and the college side can disseminate research result to schools in West Java, especially in Bandung. For the next researcher, it is hoped to do deep and broader research and longer time with paying attention to: literate class which use multimedia, varied learning method and innovative, using texts that has validated/ leveling. Thus, it could build literate class and school, and in the future we will have literate Indonesian society.

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