

# Use of Big Book Learning Media in Improving the Reading Ability of Class VII Students at SMPN 1 Tanjung Pura

## ARTICLE HISTORY

Received 16 December 2023

Accepted 30 December 2023

Published 31 December 2023

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## Keywords

Reading Ability, Big Book, Learning media

**How to cite:** Cahaya, F., Andini, I. S., Bangun, M. B., Damanik, R. M., Batubara, S. N., Maisaroh, S. (2023). Use of Big Book Learning Media in Improving the Reading Ability of Class VII Students at SMPN 1 Tanjung Pura, Bunturaja District. *International Journal of Educational Practice and Policy*, 1(2): 51-58.

## ABSTRACT

The aim of this research is to improve the reading ability of class VII students at SMPN 1 Tanjung Pura by using the Big Book learning media. The method used in this research is a qualitative method. The research instruments are observation and interview guidelines. The data source for this research is the results of interviews with respondents. The results of observations in this study show that there are problems relating to reading ability in class VII students at SMPN 1 Tanjung Pura, there are 7 students who still 1) don't read fluently, 2) can't spell and hear correctly, 3) there are still those who don't know letters. perfectly, 4) Combining words, 5) Combining words into sentences 6) Sentences into paragraphs. Therefore, the solution offered to this problem is choosing to use big book learning media to change the monotonous way of learning in class by re-teaching the basics of reading and creating special reading learning media that are easy to understand and restore interest in reading for grade 7 students at SMPN 1 Tanjung. Temple. Using the Big Book learning media can help students to be more active in learning activities and facilitate students in understanding teaching materials, especially in learning to read, so that the learning objectives are also achieved with learning media such as the Big Book.

## 1. INTRODUCTION

Reading is an ability that must be possessed from several language skills. The ability to read, write and count are the most basic abilities that must be mastered by every individual. This has also not escaped the attention of world organizations working in education and culture, namely the United Nations Educational, Scientific and Cultural Organization (UNESCO). As of 2021, UNESCO notes that Indonesia is a country that still has an illiterate population. This condition places Indonesia in the Education-9 country group (E9 Country). The letter "E" means education (education) and the number "9" represents the following nine countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan (UNESCO, 2021). This group represents half the world's population and 70% of the world's illiterate adults. However, based on the National Socio-Economic Survey (Susenas) of the Central Statistics Agency (BPS) in 2022, the illiteracy rate in Indonesia is only 1.50 percent or around 2,666,859 people. This number has decreased compared to data on the illiteracy rate in 2021, namely 1.56 percent or around 2,761,189 people.

Indonesia as a member country of the United Nations Educational, Scientific and Cultural Organization (UNESCO) has a strong commitment to supporting the sustainable development goals (SDGs) program in order to achieve the "Education 2030" goal. To overcome various problems related to ending illiteracy and increasing public literacy, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has made various efforts, including; (1) providing government assistance to eradicate illiteracy, (2) providing government assistance for developing community literacy through TBM in education units and independently, (3) holding webinars on literacy development in the digital era, (4) the peak of the commemoration of Literacy Day International, (5) organizing the Indonesian Literacy Festival, (6) coordination across main units within the Ministry of Education and Culture, especially with the Language Development and Development Agency, (7) external coordination with the Coordinating Ministry for Human Development and Culture and the National Library.

The ability to read is referred to as receptive language skills. It is called receptive because by reading a person will gain information, knowledge, knowledge and new experiences. Everything gained from reading activities will enable the person to improve their thinking power, sharpen their views and broaden their horizons. Apart from students, members of society in general are actually also required to be able to read well considering that various information can increase their insight into life, especially obtained through print media. Moreover, nowadays we live in the information age as well as in order to carry out the demands of lifelong learning. Therefore, the quality of students' reading abilities must receive special attention. According to Djamarah (2000) states that a class is consist of a group of children who have various different behaviours, varying levels of intelligence, different absorption capacities. Therefore, appropriate media is needed to help children's understanding so that it suits the child's needs and characteristics. One alternative learning media that can be used to improve the beginning reading skills of class VII students at SMPN 1 Tanjung Pura is the use of Big Book media. This media is considered suitable for beginning reading learning because it adheres to general language principles.

The results of the literature review found several relevant studies that have been discussed showing that Big Book media is effective in stimulating and improving children's initial reading abilities (Idris et al., 2022; Wandini et al., 2021; Hayati et al., 2022). The specialty of Big Book media is that it can attract attention because it contains colored pictures and is large in size so that it can improve students' initial reading skills and make it easier to learn to read and understand reading texts with the support of images (Rahmah & Amaliya, 2022), Big

Book can It quickly engages children's interest because of the pictures it has, contains a rhythm that is interesting to children, has large pictures, has repeated writing, contains planned vocabulary and some of it is repeated, has a simple story line.

The aim of the Big Book learning media is basically to further activate students in learning activities and facilitate students in understanding teaching materials, especially in learning to read, so that the goals of learning are also achieved with the media. With its large size and attractive images, the Big Book has several features, Darmata (2015) explains as follows: (1) Provide opportunities for students to be involved in reading activities together; (2) Allows all students to see the same writing when the teacher reads the writing; (3) Enable students to work together to give meaning to each article in the Big Book; (4) Provide opportunities for students who are slow readers to recognize writing with the help of teachers and other friends; (5) Liked by students, including students who are late readers. By reading the Big Book together, students develop courage and confidence that they "can" read; (6) Develop all aspects of language; (7) Relevant conversations can be interspersed with students regarding the content of the story so that the reading topic develops according to students' experiences and imagination.

Mahsun & Koiriyah, (2019) show that this big book is suitable and useful for use in learning because it encourages students to start reading. The success of big books as learning media is strengthened by research (Rahmawati, 2017) completing a study entitled "Development of Big Book Media Based on Reading Skills for Class I Elementary School Students." According to research findings, big books gain legitimacy after getting an average percentage score of 95% from media validators. As a result, big book media is often used as a medium to support students' initial reading abilities.

Based on the observation activities carried out, researchers found that there were problems related to reading ability in class VII students at SMPN 1 Tanjung Pura. This is proven by the interview instrument of the guidance and counselling teacher who said that there were 7 students who were still 1) Not fluent in reading, 2) Can't spell and hear correctly, 3) There are still some who don't know letters perfectly, 4) Combining words, 5) Combining words to sentences 6) Sentences to paragraphs. The class VII reading learning method used by the teacher is quite effective, but the learning media used only comes from textbooks, making the learning process too monotonous, the lack of learning media used by teachers in the learning process makes students bored and makes it difficult to improve their abilities. student reading. From the description of the problem above, the researcher will examine the reading skills of class VII students with the research focus "Using Big Book learning media to improve the reading skills of class VII students at SMPN 1 Tanjung Pura"

## **2. METHODOLOGY**

Method is the method used to collect data. A research will obtain data that is appropriate and appropriate to the problem used, if assisted by appropriate research methods. The research method used in this research is a qualitative approach, a type of qualitative descriptive research. By collecting data and explaining phenomena based on what was found during research (Silalahi, 2015). The data collection techniques used by researchers are: (1) Observation, namely by making direct observations at the research location. Researchers first made observations regarding the students' learning process, especially in learning to read, to see an initial picture of students' reading abilities as a basis for compiling further research; (2) Interview, data collection technique by interviewing teachers or educators to obtain in-depth qualitative data regarding problems in the reading ability of class VII students at SMPN 1

Tanjung Pura. The interview was conducted once, the data obtained was that there were 7 students from 8 classes VII, 2 female students and 5 male students still had low reading abilities.

The research location is the place where the research is carried out. Determining the research location is a very important stage in research, because determining the research location means that the object and objectives have been determined, making it easier for researchers to carry out research. The place of this research is located at SMPN 1 Tanjung Pura Jalan Merdeka, Pekan Tanjung Pura, Tanjung Pura District, Langkat Regency, North Sumatra. The research subjects were 7 class VII students at SMPN 1 Tanjung Pura, including 5 male students and 2 female students. The subject of this research is based on the results of observations and interviews with teachers conducted on Saturday 30 September 2023.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Result**

From the results of the researcher's interviews with several sources including the Principal and Guidance Counselor of SMPN 1 Tanjung Pura, according to the Principal there are 7 students who still: (1) Can't read fluently; (2) Can't spell and hear correctly; (3) There are still some who don't know letters perfectly; (4) Combining words; (5) Combining words into sentences; and (6) Sentences into paragraphs. The less effective learning process in elementary school made 7 students experience difficulties in junior high school who should have been running smoothly at their age. Several efforts have been made to help the 7 students be able to read by placing the students in the front seats during learning, giving them special classes when learning Indonesian and providing special psychologist treatment for the children with the help of the Counseling Guidance teacher at SMP N 1 Tanjung Pura. During the observation, the researcher saw that the learning method used was quite effective, but the researcher saw weaknesses that occurred, as stated by the Guidance Counseling teacher. The students were still using textbooks in their learning process, so that 7 students would experience more difficulty when looking at the paragraphs in the book. lesson package.

Seeing these weaknesses, researchers chose to use big book learning media to change the monotonous way of learning in class by re-teaching the basics of reading and creating special reading learning media that are easy to understand and restore interest in reading for grade 7 students at SMPN 1 Tanjung Pura by preparing big book materials and media that will be used. The next stage is implementing the action. The implementation of the actions in this research consisted of six meetings with time allocation according to the lesson schedule for grade 7 students at SMPN 1 Tanjung Pura, namely on Friday and Saturday. When carrying out the action, the content of the big book used by the researcher was first introduce letters and combine them into words, second to teach reading from words to sentences and finally to facilitate reading in longer paragraphs.



**Figure 1.** the implementations if big book media

The first meeting on October 6 2023 which shows the learning process using the big book media received the attention of the 7 students, they were enthusiastic about seeing the big book, the researcher started teaching by introducing the letters of the ABJAD (Alphabetic) in the big book, 7 students already knew the letters of the alphabet but still stuttering in combining the letters. The learning process was carried out by researchers for 120 minutes. Second meeting Saturday on October 7 2023, word by word learning process such as: a-y-a-m= chicken, i-k-a-n = fish, n-a-s-i = rice. In this process which students are taught to understand slowly so that it is easy for them to remember. Third meeting Friday on 13 October 2023 which the event shows students are taught to read word for word from a sentence such as: 1) The dog keeps barking because there is a thief; 2) Nayo and Rifki are playing takraw in the field. Fourth meeting on Saturday 14 October 2023. Which the activity is including the students were again taught to read from a paragraph in the big book used by the researcher. At the fifth and sixth meetings on 20 & 21 October 2023 which include the activity that involve 7 children were able to start reading as per the process reported by their respective grade 7 homeroom teachers. That the 7 students have started to be active in learning in class and have started to be able to read perfectly.

### **3.2. Discussion**

The ability to read is one of the basic abilities that every person must have. Good reading skills can help someone to access information, develop knowledge, and improve critical thinking skills. Learning to read at school can be done using various methods, one of which is by using learning media. Appropriate learning media can help students to better understand

learning material and improve their reading skills. One learning media that can be used to improve students' reading skills is big book media. Big book media is a large story book, usually measuring 120x90 cm. The large size of the big book media makes it easier for students to see and follow the reading. Apart from that, big book media is also equipped with interesting pictures. These pictures can help students to better understand the content of the reading. Based on the results of research conducted by various researchers, both in Indonesia and abroad, the use of big book media can improve students' reading abilities.

The results of research conducted by Ritonga & Rambe (2022) show that there is a significant difference between beginning reading abilities taught using big book media and those taught using conventional learning. The results of this research show that big book media can improve the reading ability of lower grade elementary school students. The results of research conducted by Rohmah & Hidayat (2022) also show that the use of big book media can improve the reading ability of third grade elementary school students. The results of this research show that big book media can improve the reading ability of lower grade elementary school students. Apart from that, the results of research conducted by the author also show that the use of big book media can improve the reading ability of class VII middle school students. The results of this research show that big book media can improve junior high school students' reading abilities.

Based on the results of this research, it can be concluded that the use of big book media can improve students' reading abilities at various age levels. This is caused by several factors, namely: (1) The large size of the big book media makes it easier for students to see and follow the reading; (2) Attractive pictures in big book media can help students to better understand the content of the reading; (3) Activities that can be carried out using big book media can make students more active and interested in learning.

Therefore, the use of big book media can be an alternative to improve students' reading skills. Teachers can use big book media in learning to read with various methods, such as: (1) Lecture method using big book media, the teacher can explain learning material using big book media; (2) Question and answer method using big book media, teachers can ask students questions to test students' understanding of the learning material; (3) Discussion method using big book media, students can discuss to solve problems in the learning material; (4) Game method using big book media, students can play to improve their understanding and reading skills. By using the right big book media, teachers can help students improve their reading skills (Dayu & Setyaningsih, 2022; Mardiyana & Dafit, 2022; Nurani & Mahendra, 2019; Oktaviana et al, 2021; Prawiyogi et al, 2020; Saefuddin et al, 2019; Silaen et al, 2023; & Sitepu et al, 2021).

#### **4. CONCLUSION**

Based on the results of research conducted regarding the Use of Big Book Media in Improving the Reading Ability of Class VII Students of SMPN 1 Tanjung Pura, namely that it is effective in helping the 7 students to read well and fluently, the big book consists of sub-sections including: a) Recognizing Letters, b ) there are pictures that show words so that it makes it easier for students to reason in arranging them into sentences, c) and the large shape makes students interested and comfortable in learning using big book media.

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