

# Big Books as A Learning Media in Literacy Activities of Students at MIN 1 Banyumas

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## Abstract

Due to the Covid-19 pandemic, many students in grades I and II could not read. Grades III and IV stuttered at reading or were not fluent and even had the same abilities as students in grade II before the pandemic. Many grades V and VI do not understand the reading text and the information conveyed in the text. The skills to read and understand information are part of literacy. One way to strengthen literacy is through the use of literacy media in the learning process in the classroom. The learning media used is Big Book. Through media literacy, teachers can increase student interest and condition active student participation. This research includes qualitative research. The approach used in this study is a qualitative approach that seeks to collect and process and even analyze and define data qualitatively. The results of this study stated that the beginning reading skills of class I and II students could be increased by using big book media. This is evidenced by the average value of students' initial reading and writing skills after the action increased. For students in grades III to VI, the success of learning using big book media can be seen through the ability to read that is no longer stammering and getting fluent. Students understand the purpose of reading and can answer questions related to reading and can retell the contents of reading

**Keywords:** *Big book, Learning Media, Literacy.*

## 1. Introduction

The implementation of education in Indonesia has undergone many changes since the Covid-19 pandemic occurred in early 2020. The implementation of face-to-face learning began to be carried out since the joint decision of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia Number HK;01.08/MENKES /424/2021, and Numbers 440-717 of 2021 concerning guidelines for implementing learning for the 2021/2022 school year with limited face-to-face learning by implementing the Health protocol (Aldila dkk., 2021).

After face-to-face learning was allowed, students were very enthusiastic about studying at the madrasah, which so far could only study at home online. However, on the other hand, there are many effects or consequences of online learning and the Covid-19 pandemic, namely the reading ability of students in grades 1-4 is very lacking, grades 1-2 can hardly read at all, while grades 3-4 are still unable to read. stammered or broken (Amirullah dkk., 2022). Not to mention that the numeracy skills of students in grades 1-6 are very inconsistent with the abilities that should be learned at their class level. This is very concerning and becomes a problem as well as a big challenge for teachers to find a solution.

As a result of the covid 19 pandemic, almost all students from grades 1-6 have the cognitive abilities of students who are still at the stage of limited knowledge and understanding. ) and there are some who have been able to enter the C3 level (apply), for example when students learn to read, they will learn to spell reading, copy writing and are already able to speak during the learning process (Azis, 2018).

Especially when considering the literacy competency level of students in Indonesia, they rank 62 out of 70 countries in terms of literacy level, or are in the bottom 10 countries that have low literacy levels. This is based on a survey conducted by the Program for International Student Assessment (PISA) which was released by the Organization for Economic Co-operation and Development (OECD) in 2019. Of course, from these data strengthening literacy still needs to be optimized starting from the basic level of education, especially when students sat in early grades (grades 1, 2, and 3 of Elementary School). In this discussion more specifically on reading literacy. One way to strengthen literacy is through the use of literacy media in the learning process in the classroom (Basri dkk., 2023).

Literacy learning for students, especially the initial phase, really needs the right media to help them optimize their reading skills. Learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed, so that it can achieve better and more perfect learning objectives. Learning media is very helpful for teachers and students in optimizing the learning and teaching process. Learning media can be used to increase students' understanding of the concepts of the material they are studying. However, this can be achieved if the teacher uses appropriate learning media and according to the needs of students in learning (Choirunisa dkk., 2020).

Media literacy is a process that integrates critical inquiry and requires skills on how to access, analyze, evaluate, create, and distribute messages with full involvement and active participation. Media literacy includes elements of language skills consisting of (1) writing skills, (2) reading, (3) listening, (4) speaking, and (5) literature. Of the five skills, the highlight is reading skills (Dharmayanti, 2022).

Reading skills can be used as a gateway that plays an important role in all human life, especially making contact and communicating with the mind and imagination as well as the basis for education for writing and arithmetic. Reading can be interpreted as a process of matching letters or reciting written language symbols and can also be interpreted as a process of picking and understanding the meaning or meaning contained in written language. Reading is one of the skills that must be possessed by students. Reading skills cannot be obtained naturally, but need to be learned (Erwin, 2022).

One of the things that is really needed to increase student interest, especially for the early grades when learning to read, is to use appropriate and effective media. The media is called media literacy. Through media literacy, teachers can condition active student participation. One of the right media that can be used by teachers in teaching reading is Media Big Book. Big Book is Media that has the characteristics of writing and large pictures (Handayani, 2020).

In several studies, "Big Book" media has often been used in the learning process, especially when teaching reading to students. The learning strategy applied is reading together. This shared reading strategy is carried out using the Big Book media, the teacher reads the stories contained in the Big Book, students read it together. From this description, the authors are interested in conducting research on Big Books as Learning Media in Student Literacy Activities MIN 1 Banyumas.

## **2. Research Methods**

The learning media used is Big Book. Through media literacy, teachers can increase student interest and condition active student participation. This research includes qualitative research. The approach used in this study is a qualitative approach that seeks to collect and process and even analyze and define data qualitatively.

## **3. Results and Discussion**

The results of this study stated that the beginning reading skills of class I and II students could be increased by using big book media. This is evidenced by the average value of students' initial reading and writing skills after the action increased. For students in grades III to VI, the success of learning using big book media can be seen through the ability to read that is no longer stammering and getting fluent. Students understand the purpose of reading and can answer questions related to reading and can retell the contents of reading

Big Book media before being implemented in teaching and learning activities at MIN 1 Banyumas, the learning of class II students was still fully concentrated on listening and participating in learning. This is considered important as simple directions carried out by the teacher before implementing learning. The success of improving initial reading skills greatly influences the mastery of other language skills. This is as stated by Mrs.

Mutingah, S.Pd, I. as a class II teacher that if in class II students do not master reading skills, then this will affect the mastery of other subjects in the next class.

This is also in line with the statement by the Head of MIN 1 Banyumas, Saridin, S. Ag., M.Pd.I. that:

"Initial reading skills must be completed in grade I, because apart from being related to mastery of the material, if students do not master reading and writing skills in grade I, students will also experience difficulties when facing grade promotion tests."

During the observation, the researcher also saw that the method of learning to read and write used in grade II was quite effective, but there were weaknesses that were felt to be quite disturbing, this was conveyed by Mrs. Mutingah, S.Pd.I, that:

"In improving reading and writing skills, we use tiered book media. Tiered book media is a medium for learning to read for beginners, in the form of tiered books starting from volume 1 to volume 5. This media is quite effective for improving beginner reading skills. The weakness is when students take turns reading one by one, students who are not yet ready to read or students who have finished reading will make noise, so that the class atmosphere becomes lively and students who are having their turn to read feel disturbed (Narta, 2022).

Big book is a large book equipped with large text and pictures to make it easier for children to observe each letter and symbol contained in the book. Big book is also equipped with colorful pictures and a clear storyline. The characteristics of a big book according to experts are that it is 40 cm x 60 cm large, contains large, colorful pictures and writing, consists of 10-15 pages, pictures have meaning, patterns of repeated words, type and size of letters are clear, The storyline is simple and easy for children to understand.

Literacy activities at MIN 1 Banyumas are activities that refer to students' abilities and skills in reading, writing, speaking, listening, and writing. Of these skills, the focus for grades I and II is reading skills, while grades III and IV are listening and speaking. As for grades V and VI, they put more emphasis on writing and speaking. Through this literacy activity, teachers can also condition active student participation.

In learning especially Indonesian, before the big book media was applied, when in class the students looked normal in learning, when the teacher read they played more by themselves. In the upper grades (grades 4-5) students talk more. This means that students are not interested or tend to feel bored. The learning outcomes show an average value of 8.10. It's actually pretty good. But it would be even better if Indonesian language learning activities used appropriate learning media, for example big book media (Nurbaeti dkk., 2022).

In teaching and learning activities that apply big book media, students in both grade 1 and grade 6 all show interest because they are curious and great curiosity arises about the media shown by the teacher. The teacher's role in the implementation of learning can be shown from the average results of learning activities starting from the initial activities, core activities, and final activities. Assessment of implementation starts from preparing students, reading the big book, to drawing conclusions on the initial activities, core activities and final activities (Lubis & Nurmairina, 2022).

The following are the steps taken by the researcher: 1) Prepare material and big book media to be used when implementing the action. 2) Prepare a Learning Implementation Plan (RPP) to be used during research which refers to the steps for using big book media, and 3) Prepare observation instruments in the form of observation sheets in accordance with theoretical studies. The next stage of this research is the implementation of research. The implementation of this research consisted of three meetings with time allocations in accordance with class II, III, and class IV MIN 1 Banyumas class schedules. The first research implementation was carried out in class II by using a research plan that had been made before.

Implementation of learning begins with the teacher greeting and taking attendance. In order to increase the enthusiasm of the students, ice breaking was given first. The ice breaker provided can also hone their right and left brains so that they are balanced. The activity is continued by giving schemata to students about material related to the lesson (Widyatnyana, 2021).

Learning continued with the presentation of the material. The material is presented in a medium in the form of a big book. With the big book the teacher invites students to read together and understand the contents of the reading. Before reading together begins, the teacher shows the cover of the big book first. When the teacher started bringing the big book, you could see the expressions of the students who were curious about what the teacher had brought. Some students asked what the media was about. This enthusiasm arose because of the appearance of the big book which presented pictures and writing in large sizes.

The purpose of showing the cover of the big book is so that students are able to associate schemata with the material to be studied. This is intended to coordinate the method of presenting material by adjusting to the level of progress of the child. The level of the child's progress from the level of sensory representation to concrete representation and finally to the level of abstract (symbolic) representation. This is reinforced by Piaget's theory that the stage of cognitive development of children in the age range of 7 to 11 years enters the concrete operational stage.

This was carried out by the teacher who asked questions based on the contents of the reading and showed the cover of the big book. By doing this, it can be seen that the students are more enthusiastic in learning. Then during the reading activity, the teacher points to each reading. This helps students to focus on reading. Big book reading activities use reading comprehension to interpret and understand each reading to obtain information and be able to retell or write stories and make big books. This is because what the research wants to achieve is literacy skills in reading, writing, understanding information and writing. On each page the teacher and students find the main idea or information from the reading. So before moving on to the next page, students are given the opportunity to ask questions. This opportunity is to encourage students to think about the information they get. So, the information they get is not taken for granted, but they are able to understand it.

During the reading activity, some students asked about the meaning of the words in the big book reading. From these questions, the meaning of words that are not understood is carried out. This learning process takes place to understand the words to the point of reading. The activity of reading comprehension on the big book on information literacy is in accordance with the theory expressed by Smith in Somadayo that reading comprehension is an activity or activity carried out by the reader to connect new information with old information with the intention of gaining new knowledge.

After the reading activity was finished, a discussion was held. Discussion activities to discuss the main ideas and connect reading concepts. This activity makes students remember what they have read. The activity was followed by repetition of reading. To rephrase the main idea the teacher draws a chart on the blackboard to pour the subject matter into the reading. In pouring out the subject of reading in the chart, the teacher gives questions to the group about the subject of reading. If the group is able to answer, it will get a point. Whereas if there is a group that cannot answer, then the question can be answered by another group by raising a finger. The selected group is the group that first raised a finger. The answers from the group that answered correctly were then written in the chart. This activity represents the presentation of the results of discussions on learning and evaluation in checking student understanding (Talib dkk., 2023).

Evaluation of learning apart from the activity sheet is also given an assessment sheet which is a posttest question for students. Assessment sheets are done individually. This assessment sheet covers the basic competencies that have been learned and contained in the big book media. With an assessment sheet, students' information literacy abilities can be measured.

After reading the big book and working on the assessment sheet (posttest), it is followed by drawing conclusions and asking students about the main ideas or information obtained from the reading. Drawing conclusions based on the chart written on the blackboard that comes from the answers of each group. The teacher and students discuss each of the reading points listed. So it can be seen that the activity of reading the big book is to find information and foster high enthusiasm. This is because the big book presents material with an interesting storyline, wherein the characters are characters. Besides that, the big book presents material with the criteria of large letters and pictures. The pictures in the big book provide information reinforcement in the reading (Rahmatiah & Ilham, 2022).

On the ability of information literacy, reading, writing and speaking, the results showed that there was a significant influence in the use of big book media on information literacy, reading, writing and speaking abilities, and the use of big book media was well implemented. This means that there is a positive and very significant influence on the average results of information literacy, reading, writing and speaking of students using big book media.

In learning activities using big book media the acquisition of information literacy, reading, writing and speaking, the learning outcomes and practice of students in learning is higher than the acquisition of information literacy, reading, writing and speaking before using big book media.

For learning activities in grades I and II, students listen and observe the text read by the teacher using big book media. The teacher then explains to the students the contents of the reading. Students pay attention with enthusiasm. The teacher reads the big book reading again, followed by all students. Students practice reading the big book individually then the teacher instructs students to read classically. Students read according to the sentence designated by the teacher. After the students read fluently, the teacher ordered each row of the table to read. Students read in a variety of voices. There is a group that reads very slowly, there is a group that reads loudly and confidently. While balanced with a game challenge for students who are advanced to read it. To find out the effect of big book media on improving reading comprehension skills in grades I and II, this research was carried out with several measures aimed at determining students' reading ability improvement. Before carrying out the action. Researchers carried out pre-action tests. The pre-action test conducted by the researcher aims to measure students' initial abilities before implementing learning to read beginning using big book media. The researcher made a test by presenting simple readings for students to read in turn. Researchers carried out pre-action tests. The pre-action test conducted by the researcher aims to measure students' initial abilities before implementing learning to read beginning using big book media. The researcher made a test by presenting simple readings for students to read in turn. Researchers carried out pre-action tests. The pre-action test conducted by the researcher aims to measure

students' initial abilities before implementing learning to read beginning using big book media. The researcher made a test by presenting simple readings for students to read in turn.

The success of the process in this study was seen from the activities of teachers and students during the learning process of beginning reading using big book media. Observations were made by looking at the teacher's performance in conveying material and guiding students during the learning process, while observations of students focused on students' activities in participating in the early reading learning process using big book media.

The results of the study showed that from the first to the third meeting there was a change for the better in terms of the teaching and learning process. Initially, the teacher had never used big book media in teaching reading. After the teacher uses big book media, it can be seen that students are happy and enthusiastic in following the lesson. Students enjoy practicing reading. Students have started to read fluently. This is indicated by the small number of students who read haltingly. The average student has become more fluent in reading. Student learning activities become better. Even though there are busy students or noisy students, little by little this is decreasing. The teacher provides motivation so that students are diligent in learning to read. Students enjoy reading. On the other hand, there are some students who cannot read but they are enthusiastic about learning to read. The teacher guides students who cannot read well. Learners understand little by little. The learning atmosphere in the class is fun. The big book is also used by the teacher to convey other subject matter, not only for practicing reading at the beginning (Ratnasari dkk., 2022).

Some of the obstacles experienced in the implementation of the pretest and posttest were the students' lack of vocabulary. So that in working on the questions the teacher guides and directs students to the meaning of the questions in the problem. Besides that, some students felt less confident in answering questions. Some asked to be allowed to open books while working on them. However, the teacher still emphasized to work according to their abilities on the material they had obtained.

#### 4. Conclusion

Learning early reading skills for class I and II students of MIN 1 Banyumas can be increased through big book media. The increase is based on the activeness and enthusiasm of students during learning. In the pre-action the students were only silent during learning. There were no students who asked or argued. In the first action the students were still unsure of their opinion, did not dare to ask questions, and were embarrassed to read aloud. In the second lesson, students have the courage to think, ask questions and read aloud. Thus it can be concluded that the initial reading skills of class I and II students can be increased by using big book media. This is evidenced by the average value of students' initial reading and writing skills after the action increased. For students in grades III to VI, the success of learning using big book media can be seen through the ability to read that is no longer stammering and getting fluent. Students understand the purpose of reading and can answer questions related to reading and can retell the contents of reading. From the results of learning with this big book media, it can also be concluded that the specialty of the big book is to provide opportunities for children to be involved in real situations in a fun way, develop all aspects of language and social experiences of children, are liked by children, increase children's motivation and activity. Based on observations of children, it was revealed that the literacy learning process using big book media makes it easier for children to understand literacy material, is fun, interesting, motivates children, is not boring, makes children more active and enthusiastic.

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