

BIG BOOK AS A MEDIA TO TEACH READING COMPREHENSION TO ELEMENTARY SCHOOL STUDENTS

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Abstract

Learning in Primary Schools should be interesting and fun. It is intended that the students have the motivation when learning, so that students are not easily saturated in learning, especially learning reading comprehension. One way to make learning more fun and not monotonous is by using a media. Media can help the teachers in presenting the material, so that students more easily to understand that material. The great media that can be used the teacher in teaching reading comprehension is by using *Big Book*. *Big Book* shaped a great book, it contains a brief story with great writing and the colourful of pictures. This book can be used for elementary school children grades 4, 5 and 6. The author hopes of using this *Big Book* by the teachers to be more creative in the use of media and improving the quality of student learning, especially the ability to understand the text or story.

Key Words: *Reading Comprehension, Elementary School Students, Media, Big Book.*

A. INTRODUCTION

In the process of teaching and learning English, students are required to master four basic skills, mainly, listening, speaking, reading, and writing. Among all of the skills that are being taught, reading is said to be one of the important skills that has to be mastered by the students, especially for elementary school students. The learning activities in the classroom can not be separated from the students' ability in reading. The aim of teaching reading is to make the students able to read English texts effectively and efficiently. Additionally, reading is a basic skill which is needed by students.

According to Linse (2006:2) young learners are defined as children between age five to twelve, and commonly they are in elementary school. Also Scoot an Yeterberg (1993:1) stated that young learners are children between age five to ten. Teaching children or young learners is not easy because they have their unique characteristics in learning. They still like playing games, singing songs, saying rhymes and introducing their own thoughts and ideas.

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Teaching English for the beginner, the teacher will introduce words in order to make the students are able to read the text. According to Harmer (2001:229) teaching English in the primary school students is not an easy task since it requires a lot of creativity, young learners learn differently from older learners, adolescent, and adult. They easily get bored and losing interest after ten minutes.

For elementary school student being able to read is essential. Reading builds the students' vocabulary which leads to comprehend the meaning of the text easily. By having many words, it can provide the students with interesting information as well as helping them to improve their English mastery in order to comprehend what they read. By improving reading comprehension the students will learn lots of words.

In fact, English is a language which most of people have difficulties to learn and reading comprehension is basic component of learning texts. Then for Elementary school students, in term of reading, students are expected to be able to express the meaning of text and sentence. Most of the students are not really interested and get many difficulties in learning reading comprehension. Actually, it is because there are some problems that make students are lack of skill in English reading especially in comprehend the texts or sentences. The first problem is the old strategy and media that teacher used in teaching and learning activity. The second one is lack of the students' vocabulary. The third one is that students are also lack of motivation to comprehend English texts. According to Dalu, Setyawati, Arianto, and Azizaturrohman (2017), motivation is "simply as an interest, curiosity, or a desire to achieve". The last problem is the teachers do not implement an appropriate activity in the classroom.

All the problems and the difficulties above need to be overcome. One of the ways suggested is using "Big Book". *Big Book as media* is an appropriate media that can be used for teaching reading. This activity is suggested to motivate young children to comprehend English texts. In this activity the students will surround the classroom and share about the story in this book. This enjoyable activity also covers all the students' needs of reading English texts. Therefore, this activity is recommended to help the students to comprehend English texts.

The main purpose of this paper is to explain how to teach reading to comprehend the texts by using *Big Book* to improve reading comprehension skill for Elementary school student. Moreover, it is also expected that teachers can apply this activity in the classroom in order to make students interested and motivated in learning reading.

There are many definitions of vocabulary that have been proposed by experts in language learning. Sheng (2000: 14) says that reading comprehension is the process of recognition, interpretation, and perception of written or printed material. When learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts. Therefore, if they do that process they can comprehend the text. Reading comprehension is the understanding and interpretation of what is read. It refers to the ability to understand information presented in written form which is aim to get the meaning or information from the students needs to read and comprehend the text.

There are several components in reading comprehension. According to RAND Reading Study Group (2002: 29), reading comprehension involves four components: the reader, the text, the activity, and the situational context. The

three essential components—the reader, the text, and the task—occur within the fourth component of reading comprehension—the situational context. The reader is the one doing the comprehending, and the text is the reading material. The activity refers to what kind of comprehension task, skill, strategy, or concept the reader is attempting to perform. The situational context of reading comprehension can be setting and the social context.

Teaching reading comprehension to young learners is not only a process of transferring a new language to children. Moreover, it needs many variation of strategies and media in teaching and learning process. Teaching reading comprehension to young learners should be given based on the students needs. Linse (2006:79) stated that there are many activities and techniques to teach reading for young learners, the activities that you choose should be based on the skills in English.

Media is very useful to catch students’ interest or attention. The teacher needs media to make teaching and learning process more interesting. By using media in teaching and learning process can attract students’ attention and to activate students’ background knowledge about the topic of the lesson. Hamalik (1986) pointed out that the use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influences on students.

It means that if the students spend most of their time studying grammar, their English will not improve very much. Therefore, reading comprehension becomes the main part of language. Based on the explanation above, it can be concluded that reading is the basic of language learning and it is very important in learning English. *Big Book* is a book which has a big size as well as the font (Suyanto, 2007:104). By applying the games in the class, it is expected that will attract the students to learn the lesson and they will enjoy the lesson.

As it is know that learners at elementary school are called young learners. They have different ways in acquiring and learning a language. Generally, young learners love interesting media during their learning and they do not really want serious discussion, so they love learning by doing and like colourful pictures. *Big Book* as a media bring fun and enjoyment in learning activity in the classrooms. Learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

Big Book as a media is one the media in teaching in learning to read with shared approach to reading or reading together. It means that using *Big Book* as a media can help teacher to improve reading comprehension students’ by doing fun activities, like using *Big Book*. *Big Book* is a simple and effective way to to comprehend English texts or sentences in a fun way. This media challenges the student attraction to pay attention to the teacher. Then, they need to practice and get the ideas what is learned otherwise the new input will gradually fade in to a memory and ultimately disappear. In *Big Book* activity as a media, the students will having many questions about the story.

Big Book is one the media in teaching in learning to read with shared approach to reading or reading together. Holdway (1992) was the first to create the *Big Book* as a way to make the *Big Book* teacher as a model that could be seen by the student. He stated that, the use of the big book among children seems

to be a good way of exposing them to reading activities and encourage them to read.

In addition, *Big Book* can improve the students ability in teaching and learning especially in two parts. First, when students made list of unfamiliar words to learn. In This part the students share to predict the meaning of unfamiliar words and the information about the text that can be made easy to comprehend what they learned next. Second, when student made list of what they learned after they read the text. In this part the students write their information about what they already know and got from the text. The steps in *Big Book* made the student easy to comprehend and understand the text from see the large and colourful pictures. It can improved students achievement.

B. THE PROCEDURE OF *BIG BOOK* AS A MEDIA IN TEACHING READING

a) First Reading

- *Step one, Show the cover of the Big Book, read the title, author, and illustrator. Ask the children to suggest what might happen in the book. Briefly explain the topic of the book they will be reading. Ask students to work in group and to make connections to the text by sharing what they know about the topic.*

The teacher display "*The Moon and The Cap*" cover (figure 3). Point to and read aloud the title "The moon and the cap" and the author's name "Noni". Ask children what they see in the photo or illustration on the cover. Briefly explain the topic of the book they will be reading. Ask children to make connections to the text by sharing what they know about the topic.

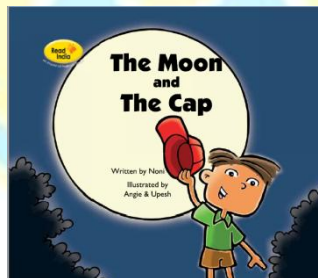


Figure 3: the cover of "the moon and the cap" book

- *Step two, Read the first page or so, using good expression and let the children make now prediction about the story.*

The teacher can act as the picture show to make the story become more real, so the students can imagine the story easier.

- *Step three, continue reading the story, pausing and discussing unfamiliar words and ideas, and to let children discuss their prediction or make new ones. Ask children what they see or hear from the story that and to let them know whether their ideas were correct or incorrect.*

The teacher continues reading the sentences, this time pointing to unfamiliar words and let the children discuss it. Pause at each page so the children can make comments and ask questions. The teacher can turn the text and illustrations and answer students questions by showing appropriate actions to the story and picture.

- *Step four, provide the time for children to discuss the book.*

After listening the teacher reading the story until the end and having many ideas and prediction about the story, the student discuss their ideas in a group to make sure their prediction is correct or not.

The purpose in first reading is to attract the student’s attention in order to pay attention to the teacher in front of the class who is introducing the *Big Book* to the student, giving information of the big Book such as the title, author’s name and the story. The teacher encourages discussion so children can share their responses to the book, and find personal meaning and connections to the content by drawing or painting or by writing something of their own inspired by what they have just read. So, after the student have had many ideas, concept and prediction about the story. The teacher asks the students to get ready to come to rereading step.

b) Rereading

- *Step one, tell the children that you will point to each word as it is read. Invite them to follow along and to join in as they are able.*
- *Step two, Reread the Big Book, pointing in a word-by- word fashion. Casually point out the front of the book, the title page, and how you turn the pages from the top right corner of the page During later re-readings, point out that words are separated by spaces, and that the print is read from left-to-right and from top of the page to the bottom. Teacher read the story again, without pausing and invite the children to join in to remember passages. Use your voice and facial expression to cue predictable words, phrases or outcomes and to confirm the predictions. Afterwards, the teacher encourages the children to share with the group the clues they have to help them know what to say when they joined in the reading.*
- *Step three, Read the story for a third time, encouraging the children to join in once again. This time they will be more aware of the strategies they can use to predict the text.*

The teacher reads the story again and the student follows what is being said. After sharing their ideas, the teacher ask the children for any phrases or sentences they can remember. Record them on the chalkboard, saying each word as you print it. Then read them together, using your finger or a pointer to underline each word as you read it

C. CONCLUSIONS AND SUGGESTIONS

Teaching reading comprehension is a very important skill in teaching foreign language. However, reading comprehension is not easy for students to understand even though it has been taught from the lower level, there are still many students who do not understand well and masterreading comprehension. It is the cause of the students feel that they will make some mistakes or do not know the difficult words that lead them to have difficulties in reading comprehension. The fun media is *Big Book*. This media is used to improve reading comprehension learningthat students can also memorize them easily. Using *Big Book* to improve reading comprehension can help young learners in the process of teaching and learning activity.

It is suggested to the teacher to use *Big Book* as teaching media to improve teaching reading comprehensionto elementary school students especially to high

grades It is one of an interesting media for students. It is suggested to teacher to explain clearly about *Big Book* media and other media before stating to apply this in order to get students' attention and participation. In using *Big Book*, teachers should manage the time well; because it is time consuming and unexpected situations need to be considered in the classroom. For instance, when reading using *Big Book* the students were talking to each other. Thus, the teacher has to handle them well. And last, the teacher should know how to anticipate of the weaknesses of using this media. .

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