

THE EFFECT OF BIG BOOK AS MEDIA ON STUDENTS' READING COMPREHENSION AT FIFTH GRADE OF ELEMENTARY SCHOOL IN SD LABORATORIUM UNDIKSHA SINGARAJA

Mahayanti, N. W. S.
English Language Education
Ganesha University of Education
Singaraja, Indonesia
e-mail : mahayantisurya@yahoo.co.id

Artini, L. P.
English Language Education
Ganesha University of Education
Singaraja, Indonesia
e-mail : tien_miasa@hotmail.com

Nur Jannah, I. A.
English Language Education
Ganesha University of Education
Singaraja, Indonesia
e-mail : nurjannahidaayu@gmail.com

Abstract

This study was aimed at investigating whether or not there was a significant effect of the implementation of Big Book as media on reading comprehension achievement of the fifth grade students. This study was conducted in SD Laboratorium Undiksha Singaraja in the form of an experimental research with post-Test only Control Group Design. The population was the fifth grade in which two classes were selected as the sample of the study. Then, the samples were decided as the experimental group and control group by using lottery. The experimental group was taught by using Big Book as media and the control group was taught by using conventional media. The data were analyzed by using t-test through SPSS 17.0. The result of the data analysis showed that students in experimental group performed better than the students in the control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 85.51 while the mean score of the control group was 75.56. The result of the t-test also showed that the value of Sig (2-tailed) 0.000 was less than 0.05. It can be concluded that there was a significant difference of reading comprehension achievement between students treated with big book as media and those treated using conventional media at fifth grade of elementary school in SD Laboratorium Undiksha Singaraja.

Keywords : Big Book as media, reading comprehension

INTRODUCTION

English is important to be taught for students in order to make them have the competency in using the language in the communication and also to achieve a certain literacy level that is expected. In Indonesia, English has been adopted as a compulsory subject. The Ministry of National Education decided that English is the first foreign language which has to be taught in Indonesia. It has been taught from Elementary school as a local content.

In learning English, there are four skills that should be mastered by the students, such as listening, speaking, reading and writing. Reading is one of the four basic skills in English that should be mastered by the students that give students chance to enlarge their knowledge and experiences. Having good ability in reading, the students can understand written text in the target language. Olson

and Ames (1972), stated that reading has a very important role in learning process because the skill of reading can determine the successful of the students in learning. According to Seken (2013:3), reading is a process of comprehending texts to get information about what is being read and make them easy to find the world around them. Moreover, reading skill can positively affect many aspects of stude.

Reading is an important skill that must be taught by the teacher because through reading, students are expected to be able to get more certain knowledge, information and pleasure. Reading is actually not an easy task to do. Reading is thinking process. The act of recognizing words requires the interpretation of graphic symbols. Thus, students also need skill or ability in order to understand the written form, which is called reading comprehension. According to Sadeghi (2012:119), reading comprehension is the process of unlocking meaning from connected text. Students need to comprehend what they read in order to understand the information in the text. Harmer (1998)states that reading is important because of some reasons; *First*, in order to successfully gain access to new information for academic purposes, reading is useful for students' academic purpose, it is important to the students to learn reading in the classroom; *second*, reading helps language acquisition. In which the students will acquire their language; *third*, students must read a lot to be able write good English because writing good English is not happened for instance reading text provides good models for English writing, and *fourth*, students will get many vocabularies from what they have read, so, through reading students can increase their vocabulary knowledge.

Students' reading comprehension is very essential because it may affect the students' interpretation in understanding the written form. The ability to adequately understand what is being read has always been the foundation of what is considered as a successful reading. In one sense, the comprehension of a text is an easy concept to recognize; yet it is also one of the most complex and relatively unknown cognitive process in the field of literacy education. The success of reading comprehension depends on the reader's knowledge, experiences and language skills. When the students are good in reading comprehension, they will be able to interpret the text and get many vocabularies from what they have read. Students will make greater progress and achieve greater development in all academic areas by strengthening their reading abilities (Anderson, 2002). Because of those importance of reading, teaching reading must be started from the early age or well known as young learners.

Teaching English for young learners is different with teaching English for adults especially in teaching reading. Teaching English for young learners are not easy as people thought because young learners need something which is colorful, attractive, and easy to understand. According to Pinter (2011), the learners at age of 6-12 years are categorized as primary learners have some special characteristics that the teacher must consider. One of the characteristics of young learners is they are easy to get bored and they have limited attention span. (Harmer, 2007). Young learners will lose their interest after ten minutes or so, so the teacher should prepare everything before teaching young learners because everything that the teacher gives to them should make young learners love in learning English. The teacher should consider the language that is used. It must be simple in order to make the young learners easy to understand the material because young learners are not like the adults who can understand quickly. Juhana (2014) states that teachers need to consider the learning materials in order to have an effective teaching for young learners. Based on the characteristics of young learners, one way to teach reading for young learner is by using story.

There are some advantages of using story for teaching reading for young learners. According to Schmidt, Weller, Heke (2005) Teaching reading for young leaner by using story makes the students become more influenced, the teacher can build eye contact with the students so the teacher can know if the students listen to the teacher, understand the story, and the students like the story. In teaching reading for young learners through reading story, the teacher should use the appropriate media.

In order to teaching reading by using story, appropriate media is really needed. Using media in teaching reading is important for attracting the attention of the students because media can help the teacher in saving the time, involving all the students, connecting the students' experience, stimulating the students to learn more, and so on. (Sadiman et al., 2002). Good media can make young learners understand character education by involving them in the process of reading comprehension. One media that can be used in teaching reading by using story is Big Book.

Big book is not a common book that many schools use, but a book which is large than a common book (Hall & O'Connor, 2006). That is why this book is called 'Big Book'. Big Books are magnified

or enlarged versions of children's books, usually narratives and are considered to be one of the most effective ways of getting young children involved with print (Strickland and Morrow, 1990). Big book as a tool for early reading instruction in English have become well-established over the past few years. Thus, the books that teacher picks for children are very important because the books should be meaningful for them in order to make the young learner learn something.

The researcher has done the observation in SD Laboratorium Undiksha Singaraja by interviewing the English teacher in that school. Based on that observation, the researcher found that there is still lack of media in teaching reading comprehension. Media that is used are LCD, handbook and also students' work sheet which is not attractive for the students. The researcher also found that there is no story book provided for the teacher. The previous research had been done by Tresnayanti (2016) in SD Laboratorium UNDIKSHA Singaraja about developing character based big book in teaching English at fifth grade students. As the continuity of the previous research, the researcher wants to see the effect of character based big book as a media on students' reading comprehension at fifth grade students in SD Laboratorium Undiksha Singaraja.

The purpose of this study is to investigate the significant effect of big book as a media on students' reading comprehension and how teaching and learning process during applying big book as a media in Teaching reading. This study will be conducted in fifth grade of elementary school students in SD Laboratorium Undiksha Singaraja.

METHOD

This study is an experimental study using post-test only control group design. The sample of this study were selected randomly in which based on the result of the lottery, VA was determined as the experimental group and VB as the control group. As the experimental group, VA was treated using big book as media. Meanwhile, VB as the control group was treated using conventional method. After giving the treatment, both groups were given post-test. The result of the post-test was analyzed using t-test to figure out whether there was a significant effect of big book as media to the fifth grade students' reading comprehension achievement.

RESULT AND DISCUSSION

After conducting the post-test after the treatment, the researcher furthermore analyzed the students' score. Below is the table of the students' reading comprehension achievement of both experimental and control group seen from the mean, median and the mode score.

Table 1. Students' Reading Comprehension Achievement Group

	Experimental	Control
Mean	85.81	75.56
Median	85	75
Mode	80, 85	70, 85

From Table 1. We can see that the mean score achieved by the experimental group was 85.81, while the mean score of the control group was 75.56. Meanwhile, the median score of the experimental group was 85 and 75 for the control group. In the other side, the mode score obtained by the experimental group was 80 and 85, while the control group was 70 and 85.

Based on the mode score, we can see that higher score appeared more often on the score distribution of the experimental group rather than the control group. Thus, based on those numbers shown, it can be inferred that the experimental group could achieve better achievement than the control group.

Furthermore by seeing the result of t-test, the researcher figured out whether or not the implementation of big book as media gave a significant effect of big to the fifth grade students'

reading comprehension achievement. The result of the t-test analysed using SPSS 17.0 can be seen on the table below

Table. 2 The hypothesis testing (t-test) using SPSS 16.0

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.011	.917	5.790	71	.000	10.255	1.771	6.723	13.787
	Equal variances not assumed			5.788	70.856	.000	10.255	1.772	6.722	13.788

Based on the table above, we can see that the significance value of Levene statistic test for equality of variance was .917. This means that the significant value was higher than the alpha level of significance (.05). Thus, it can be say that there is a significant effect of big book as media on students' reading comprehension achievement. Moreover, in analyzing the result of the t-test, the researcher compared the value of t observed (t_o) and t critical value (t_{cv}) to determine if the mean scores of both groups had a significant different.

Based on the table, the result of the equal variances assumed for t observed (t_o) was 5.790 at the degree of freedom (df) 71. For the comparison, the t critical value (t_{cv}) was determined based on the table of critical values of the t-distribution. From the table of critical values of the t-distribution, the researcher determined that the t critical value (t_{cv}) for degree of freedom (df) 71 was 1.993. Thus in this study, the comparison between t_o and t_{cv} was $5.790 > 1.993$. It means that the value of t_o was higher than the value of t_{cv} . Hence, it can be inferred that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

Considering the results of two types of analysis that had been conducted by the researcher, it can be concluded that there was a significant effect of big book as media at fifth grade students' reading comprehension achievement. This consideration was proven by the data above that the students' mean scores of the experimental group were higher than those in the control group. Hence, by considering that fact, the statistical hypothesis of this study that was "There is a significant difference of reading comprehension achievement between students treated with big book as media and those treated using conventional method at fifth grade of elementary school in SD Laboratorium Undiksha Singaraja" can be accepted.

The finding from the post-test after shows that the experimental group which was treated using big book as media could improve their English learning achievement seen from the mean score gained from 68.62 to become 85.81. Another finding also proves that the experimental group could achieve higher score rather than the control group which used conventional method. It can be proven from the mean score achieved by the experimental group which was 85.81, while the mean score of control group was 75.56. Thus, it can be confirmed that the experimental group could achieve better achievement rather than the control group ($85.81 > 75.56$).

More importantly, concerning the result of inferential statistical analysis, it was found that the value of t observed (t_o) was higher than the value of t critical value (t_{cv}). The result shows that the value of t_o was 5.790 at degree of freedom 71. Meanwhile, the researcher determined that the value of t_{cv} at degree of freedom 71 was 1.993 based on the table of critical values of the t-distribution. Hence in this study, the researcher found that the comparison between t_o and t_{cv} was $5.790 > 1.993$. It means that the value of t_o was higher than the value of t_{cv} . Hence, this findings proved that big book as media is effective to help the students to improve their achievement in reading comprehension. Moreover, it was proven that big book as a media in learning English could bring significant effect on the students' reading comprehension achievement compared to the conventional method.

The improvement achieved by the students of the experimental group could happen because of the enjoyable teaching and learning they had which encouraged them to get involved in the teaching and learning process. This is in line with the argumentation stated by Karge-Bone (1992) as cited in Hall & O'connor (2006), Fahmi et al.(2013), Rahim and Harun (2010), and Tatminingsih (2013) who stated by using Big Book, the children had a good improvement in their reading readiness.

CONCLUSION AND SUGGESTIONS

This study concludes that the experimental group could achieve better achievement rather than the control group ($85.81 > 75.56$). More importantly, it was found that the value of t observed (t_o) was higher than the value of t critical value (t_{cv}). The researcher found that the comparison between t_o and t_{cv} was $5.790 > 1.993$. It means that the value of t_o was higher than the value of t_{cv} . Hence, this findings proved that big book as media is effective to help the students to improve their achievement in reading comprehension. Moreover, it was proven that big book as media in reading activity could bring significant effect on the students' reading comprehension achievement compared to the conventional method.

Thus, it can be summarized that the implementation of big book as media has significant effect to the students' reading comprehension achievement. By this statement, the hypothesis of "There is a significant difference of reading comprehension achievement between students treated with big book

as media and those treated using conventional method at fifth grade of elementary school in SD Laboratorium Undiksha Singaraja” can be accepted.

Referring to the results of this current study, there are a number of suggestions which can be proposed by the researcher as the following.

Firstly, for students. Students were found to have better reading comprehension when treated using big book, therefore it is suggested that by implementing Big Book as Media, students were able to be active and enjoyable in reading activity.

Secondly, for teachers. The effectiveness of Big Book in teaching reading should consequently suggest that English teacher use Big Book as media for teaching and learning to give better quality in reading comprehension.

Thirdly, for other researcher. This study was limited in term of subject and scope of impact, therefore further research is suggested to follow up the research to examine the impact of the implementation of Big Book in different skills and setting.

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