

DEVELOPING BIG BOOK AS MEDIA FOR LITERACY PROGRAM AT SECOND GRADE STUDENTS OF ELEMENTARY SCHOOL IN SD LABORATORIUM UNDIKSHA SINGARAJA

ANANTA, K. A¹, NITIASIH, P. K², MAHAYANTI, N. W. S³

¹²³English Education Department

Ganesha University of Education

Singaraja, Indonesia

adyananta25@gmail.com, titiekjegeg@gmail.com,
mahayantisurya@yahoo.co.id

Abstract

Penelitian ini bertujuan untuk mengembangkan Big Book berbasis karakter sebagai media pengajaran bahasa Inggris siswa kelas dua SD di SD Laboratorium UNDIKSHA Singaraja. Subjek penelitian ini adalah siswa kelas dua SD Laboratorium UNDIKSHA Singaraja. Data diperoleh dengan menggunakan beberapa instrumen penelitian, seperti lembar observasi, pedoman wawancara, kuesioner guru, kuesioner siswa, dan rubrik. Model desain Sugiyono (2011) digunakan sebagai prosedur penelitian saat ini. Data yang diperoleh dianalisis secara kuantitatif maupun kualitatif. Data dianalisis dengan menggunakan persentase frekuensi, kemudian dijelaskan secara kualitatif. Dari hasil tersebut, media baru dikembangkan, dinilai oleh para ahli, direvisi, dicoba, dianalisis dan dikategorikan ke skala rating tertentu. Dari hasil buku besar yang dikembangkan adalah "Get Dressed", "Days of the week", "Greeting", "Little Dog" Doggy ". Buku besar itu bisa digunakan secara efektif di sekolah dan media yang dikembangkan dikategorikan sebagai media yang sangat baik.

Kata kunci: *pendidikan karakter, big book, pengembangan media, pembelajaran usia dini.*

Abstract

This study aimed at developing character based Big Book as a media for literacy program at second grade students of elementary school in SD Laboratorium UNDIKSHA Singaraja. the subject of this study was second grade students in SD Laboratorium UNDIKSHA Singaraja. The data were gained by using some research instrument, namely observation sheet, interview guide, teacher questionnaire, students' questionnaire, and rubric. Sugiyono (2011) design model was employed as the present research procedure. The data obtain were analyzed quantitatively as well as qualitatively. The data were analyzed by using percentage of frequency, then, described qualitatively. From the result, the new media were developed, judged by the experts, revised, tried out, analyzed and categorized to certain rating scale. From the result, the big books developed are entitled "Get Dressed", "Days of the week", "Greeting", "Little dog "Doggy". The big book could be used effectively in schools and the media developed were categorized as excellent media.

Keywords: character education, big book, media development, teaching young learners.

INTRODUCTION

Moral degradation is one of problem faced in Indonesia especially in education field. In this case, Anita (2015) stated the agents of education such as family and school play an important role in ensuring whether the moral values are passed or not to the child when they interact with them. As the problem stated, character education should be applied from the early age in order to give good perspectives toward the moral value given to the children. It is stated that the character education in the early age will determine someone's character in the future. Furthermore, Battistich (2005) states that character is a realization intellectual development, social, attitude and emotional. There are some characters building that should be developed related to the moral degradation, such as discipline, dishonest, free sex, and drugs abuse.

The core of character education has reflected in the purpose of national education, which can be found in UU no. 20 on 2003, it is said that national education has function in order to develop student's ability and to build a good character. This constitution also confirms that the purposes of national education are to create an educated generation which has devout, independence and good attitude. Related to the character, the value of character education can be developed through literacy activity. Literacy is an ability to read and write and it has a knowledge that related to a specific subject. Further, Richmond et al. (2008) argues that literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society.

In this era, literacy is not only about the ability to read and write. In line with this statement, Winch et al (2006) stated that literacy is ability to create and share an idea by arranging and interpreting texts. Furthermore, they explained that literacy forms an understanding between text and context and also involve speaking, listening and thinking ability. The texts which are intended can be in the form of oral or written, containing graphic elements such as picture, map or even a table. Further,

Cooper and Kiger (2003) states that the text which is given to students focus to some communication aspects which involves listening, speaking, reading and writing. From those statements, it can be concluded that the purpose of literacy is to build the meaning of what have listened and read by the students, in the form of oral as well as written.

But in reality, student's interest to read is low. It can be seen from a survey which done by UNESCO 2016 (United Nations Educational, Scientific, and Cultural Organization). From survey toward 61 countries, Indonesia was in sequence of 60, with the result 0,001%. It can be said that student's interest to read especially in Indonesia is lowest rather than other countries. By this case, government as well as school has to develop an activity which involves students to increase their reading interest. School as a big role in order to prepare tool and infrastructure for students must supply the media needed. Furthermore an activity such as literacy program is needed as a place for students to increase their reading interest.

The government, especially ministries of education and culture try to raise the student interest to read and character education by forming an activity which called Gerakan Literasi Sekolah. Faizah et al (2016) stated that Gerakan Literasi Sekolah is a solution which done to make school as an education organization where the member of the organization can obtain a good understanding about literacy. This organization has a purpose to make the students have a good reading and writing behavior. Literacy program will be applied in elementary school, Junior High School, and Senior High School. Literacy program aimed to make the student have a good understanding about the value of the good character. The activity that will be occurred in literacy program is the activity in which students read a book about fifteen minutes before entering to the main material of the subject matter. Saracho and Spodek (2010) studies involving storybook reading and confirmed a positive effect of story book reading on emergent literacy. In this case, read a story book together with the children

can impact positive side for their ability in literacy. Children's book plays an important role in children's literacy development because they offer opportunities to expand children's awareness beyond their own places, to see reflections of themselves, their own culture and experiences, and invite them to build bridges to cultures unlike their own (Botelho & Rudman in Semingson 2015).

The implementation of literacy program has to be supported by the availability of good books in school. In this case, big book is one of effective media that can be used in implementing literacy program. According to Hall and O'Connor (2006), big book is a story book that is designed in a large size with a big font which includes an interesting illustration that are highly visible to the learner as their teachers read it to the entire class, so the students are easily to see the book. Big book can be used to enrich the media for children that promote reading and meet curriculum objectives such as activating prior knowledge, modeling the thinking process, tracking print, encouraging prediction skills, and providing varied linguistics and creative activities. The using of big book as a media focus on the teacher, in which teacher reads a big book in the classroom, in the whole group as well as a small group. Then this activity followed by inviting students to participate more. There are some of the advantages by using big book in the classroom, those are 1) school does not need to supply so many books because the big book can be used together, 2) a book can be finished to read once so that literacy program for 15 minutes can be done maximally, 3) the big book is provided an attractive illustration, thus students are interested to read, 4) the content provided can be used practically.

Research about big book has conducted on 2015 by Kiromi. The research was aimed at developing teaching media in the form of big book in order to build character education on children, and to know the different attitude before and after the big book applied as a media. The result of this book is reasonable to be used, further, big book as a media has a

significant effect toward children's character.

RESEARCH METHOD

This research is development research (Research and Development). The development model that is used in this research is Research and Development model by Sugiyono (2011). According to Sugiyono (2011), there are ten procedures of developing a product. But in this research, the procedures used only seven procedures. Those procedures are 1) identifying potency and problem, 2) collecting data, 3) developing design, 4) validating design product, 5) revising design product, 6) conducting field test, and 7) revising product.

The subject of this research is the teacher of second grade in SD Laboratorium Undiksha Singaraja in the even semester of academic year 2017/2018. While the object of this research is the character based big book as a media for teaching English.

FINDINGS

The development of character based big book as a media for teaching English at second grade students of SD Lab UNDIKSHA Singaraja was done by conducting seven procedures based on research and development model by Sugiyono 2011. The first procedure of developing media was identifying potency and product. In this procedure the instruments used were interview guide and questionnaire. In this case the questionnaire was distributed to the students, while the interview was given to the teacher. It was found that 71,87% used board very often as media by the teacher in teaching English. By this case, it was needed to conduct a research to develop new kind of media in the form of character based big book.

The second procedure of this research was collecting data. In collecting the data, there are two steps which are done by the researcher; those are syllabus analysis and library research. From the syllabus analysis it was found that theme of

syllabus namely clothes, days of week, greetings, and animals are need to be developed as character based big book. The third procedure was designing product. After the researcher found the themes for the book, the big books were designed. Before designing the draft of Big Book as

the media, a blue print was designed for each theme. After designing the blue print, then the researcher made draft of the Big Book in order to get the prototype of the Big Book.

Table 1 Blue print of Designing the Story

Unit/ Tema	Title	Character Education	Story
Clothes	Get Dressed	Discipline, friendly, responsibility	The boy tells about his daily routine before going to school. He wears his uniform completely before going to school.
Days of Week	Days of the Week	Discipline, hardworking, responsibility, independent	The boy tells his activities in a whole week. He tells his activities from Sunday to Saturday.
Greeting	Hello Good Morning	Friendly, independence, discipline	Before going to school Tony greets his family's member, and he does not forget to say good bye to his parents. In the school he gets new friend her name is Lia.
Animal	Little dog "Doggy"	Friendly, responsibility	Doggy likes to play, he likes to chase the butterfly and cat in the garden. Until Doggy runs to the mud and being dirty.

Then, the next step was making the illustration. It was done after developing the draft of the story. In making the illustration, the researcher was helped by I Komang Marta Wira Miharja, S.Pd. The illustrations that made by the illustrator were based on the story drafts developed. The last step in designing the product was making layout of the character based big book. In making the layout, it was done by editing the illustrations and inputting the text of the story on the illustrations. After designing the product, validating design product was conducted. In this case, the validation of the product was done by two expert judges; the first expert judge was Prof. Dr. Putu Kerti Nitiasih, M.A. and the second expert judge was Ni Wayan Surya Mahayanti, S.Pd., M.Pd. The rubric that given to the expert judges was divided into three components based on the theme used in the syllabus, the criteria of good big book by Karges-Bones, and the character education by Kemendiknas. Based on the result of expert judges, it was found that the character based big book was categorized as excellent media.

After being validated by the expert judges, the next procedure was revising design product. The purpose of this procedure was to revise the product based on the suggestions and the rubric filled by the expert judges. The revisions of design product were done in term of grammar, diction, context, illustrations, and mechanism. The next procedure was trying-out product. This procedure was conducted as an implementation of the use of character based big book in teaching English at fourth grade students at SD Lab UNDIKSHA Singaraja. There were three instruments used in this procedure, namely observation sheet, items of students' questionnaire, and item of teacher's questionnaire. Based on the result of questionnaire of thirty-two students, it was found that 84,37% felt very happy to learn English by using big book. In addition, based on the result filled by the teacher, the big book developed had met all criteria of good big book. From ten items of questions, it was found that four questions were categorized as very appropriate; six questions were categorized as appropriate

enough. According to the result of the teacher's questionnaire, it can be said that the big book developed were categorized as appropriate enough based on the criteria of good big book.

The last procedure of this research was revising product. Based on the result of the previous procedure, there was no revision of the content of character based big book. It showed that the media of character based big book had met all of the criteria as good media in teaching English at second grade students of SD Lab UNDIKSHA Singaraja.

For finding the quality of character based big book, the result of expert judges and teacher's questionnaire during trying-out the product were used. From the rubric of both expert judges and the teacher's questionnaire consisted of three components, namely the theme used in the syllabus, the criteria of good big book, and the character education inserted in the big book. The result of analyzing both rubric expert judgments and the teacher's questionnaire were categorized into the following rating scales, namely excellent media, good media, average media, below media, and poor media.

Based on those items of question, it was found that the total maximum score was 130 and the total minimum score was 26. From those score, the result of *Mi* and *Sdi* were found that was 78 for *Mi* and 26 for *Sdi*. After finding the result of *Mi* and *Sdi*, the next step was inputting the result of *Mi* and *Sdi* into the formula to find the criteria of the media. The criteria of quality of the media was divided into five criteria namely excellent, good, average, below average, and poor media.

From the result of rubric filled by the first expert judge, it was found that the total score of all items was 130 which were belonged to excellent media; meanwhile, the total score of all items based on the rubric filled by the second expert judge was 128 which categorized as excellent media. Based on the questionnaire fulfilled by the teacher, the result of the questionnaire during trying-out was 116 which categorized as good media. It could be concluded that the quality of big book developed based on

the result of expert judgment and teacher's questionnaire during trying-out were categorized as excellent media.

DISCUSSION

This research was aimed at developing the character based big book as a media in teaching English for second grade students of elementary school at SD Lab UNDIKSHA Singaraja, to know the character education that should be inserted in the big books inserted and to know the quality of the media. The media was developed based on the syllabus used at SD Lab UNDIKSHA Singaraja, character education based on Kemendiknas as cited in Hadi (2015) and the criteria of good big book (Karges-Bone as cited in Hall & O'Connor, 2006).

In collecting the data, syllabus analysis and library research was conducted by the researcher. The syllabus analysis was filled by the teacher to know the theme needed to be developed as big book. Further, library research was used as guidance in developing the big book which consisted of supported theories related to the big book developed. From the library research, it was decided to design a big book in form of print out book of character based big book. Designing product was done by designing the blueprint and the draft of character based big book. The blueprint consisted of the idea of the story developed and the kind of character education that inserted in each big book. Then, the blueprint was developed into draft of big book which consisted of the story, the illustration and the layout of the big book. In creating the story, the big book developed consisted of 11 up to 14 pages and had interesting storyline. It was in accordance with Karges-Bone as cited in Hall & O'Connor (2006) who stated that the criteria of good big book was consisted of 10-15 pages. The illustrations of the big book developed were also big and visible to the entire class (Hall & O'Connor, 2006).

After designing the product, the big book had validated by two expert judges. The rubric consisted of three components that were used as guidance by the researcher. Those components were

adapted from syllabus used at SD Lab UNDIKSHA Singaraja, the criteria of good big book proposed by Karges-Bone as cited in Hall & O'Connor (2006), and the character education (Kemendiknas as cited in Hadi, 2015). Moreover, there were some comments and suggestion given by the judges in order to make the big book developed better. The process of trying-out the product was conducted after revising design product. In trying-out, observation sheet, items of students' and teacher's questionnaire were used in order to find out the response of the students and the teacher toward the use of the media big book.

From the result of the expert judges, it was found the quality of the big book. In this case, expert judge's questionnaire and teacher's questionnaire was used during trying-out product. It could be concluded that the quality of the big book developed was categorized as excellent media. In addition, the strengths and weaknesses of the book also added by the expert judges as well as the teacher. It was found the strengths of the book, such as 1) the big book developed could attract students' attention, 2) big book could increase students' motivation in learning English, and 3) big book could make students learn about character education and English in interesting way. On the other hand, the weaknesses of the book developed were the big book was not appropriate to be implemented in a big class. It was less effective to be used, by this case; the teacher needs to divide the class into small group, thus the use of big book as media can be implemented effectively.

CONCLUSION AND SUGGESTION

Based on the data analysis which was investigated in chapter four, it could be concluded that there were four kinds of character based big book that developed as a media for teaching English at second grade students of SD Lab UNDIKSHA Singaraja. The books developed with theme clothes, days of the week, greetings, and animals. The size of the big book was about 11 to 17 inches tall. The paper used was

A3, in which each big book was consisted of eleven up to fourteen pages with interesting and simple storyline. The big book had big size as well as big texts and illustrations. In addition, the book also consisted of character education that could be learnt by the students during reading story from the big book.

From the result of the both expert judgment and the teacher's questionnaire during trying-out the product, it was found that the big book was categorized as excellent media. It can be concluded that the character education based big book is proper to be used as a media for teaching English at second grade students at SD Lab UNDIKSHA Singaraja.

The result of this research was expected to be beneficial for any educational elements. Based on the research conducted, there are some suggestions that can be given as follows.

1 For Students

It is suggested for the students to use big book in learning English since it can help students to learn English in a fun way, but unconsciously the students will also learn about character education from the big book.

2 For Teacher

The teachers are suggested to use big book as a media in teaching English. By this case, teacher can raise and increase students' participation in learning process in order to create fun and meaningful atmosphere of learning process.

3 For Other Researchers

This research is also suggested for the other researchers, in which the product of this study was still prototype media thus it is suggested to continue this research by conducting field test of this product in other schools. In addition, this research can be used as the comparison and empirical review in doing further study.

REFERENCES

- Anita. 2015. *Degradation of Moral Values among Indian Youth: An Emerging Issue*. Asian Journal of Educational Research & Technology. Vol 5 (1). p. 80-83. Available at <http://www.tspmt.com>. Retrieved on 28th July 2017
- Battistich, V. 2005. *Character education, prevention and positive development*. Available at http://nefy.ach.hhs.gov/sites/default/files/docs/14353-Character_Education_Prevention_and_Positive_Youth_Development.pdf. Retrieved on Saturday 6th May 2017.
- Botelho, M. J. & Rudman, M. 2010. *Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors*. New York: Routledge
- Colville-Hall, S. & O'Connor, B. 2006. *Using big books: A standards-based instructional approach for foreign language teacher candidates in a prek-12 Program*. Foreign Language Annals Vol. 39, No 3. Available at http://we.pdx.edu/~fischerw/courses/advanced/methods/doc/pdf/doc/wbf_collection/0401_0450/0407_FLA_2016_Colville_BigBooks.pdf Retrieved on May 22th 2017.
- Cooper, J. D. & Kiger, N. D. (2003) *Literacy: helping children construct meaning*. USA: Houghton Mifflin Company
Ditjen Sumber Daya Iptek Dikti, (2003). *Undang-undang no 20 tahun 2003 tentang sistem pendidikan nasional*. Jakarta: Ditjen Sumber Daya Iptek Dikti.
- Ed. M Richmond, C. Robinson, M. Sachs-Israel, 2008. 'Status of Literacy', *The Global Literacy Challenge*, Unesco. Available at <http://unesdoc.unesco.org/images/0016/001631/163170e.pdf>
- Faizah, D., Sufyadi, S. Anggraini, L. Waluyo. Dewayani, S. Muldian, W. & Roosaria, D. R. 2016. *Panduan gerakan literasi sekolah di sekolah-*

sekolah dasar. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Jones, T. S., & Richey, R. C. 2000. *Rapid Prototyping Methodology in Action: A Developmental Study*. Educational Technology Research and Development, 48 (2), p. 63-80.

Kiromi, I.H 2015. *Pengembangan media pembelajaran melalui big book untuk pembentukan anak usia dini*. UNY: S2 thesis

O'Connor, S.C.-H.B. 2006. Using Big Books: A Standards-Based Instructional Approach for Foreign Language Teacher Candidates in a PreK-12 Program *Foreign Language Annals*, 39, 487

Saracho ON and Spodek B. 2010. Parents and children engaging in storybook reading. *Early child Development and Care*. 180(10): 1379-1389.

Stanovich, Keith E. (1986). *Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy*. Reading Research Quarterly, 22, p. 360-407

Sugiyono. (2011). *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta

Syauqi, K. (2012). *Pengembangan Media*

Yuliarsianita, K. A. M. (2016). *Developing character based big book as media for teaching English at fourth grade students of elementary school in SD LABORATORIUM Undiksha Singaraja*. Singaraja: Undiksha