



# ELS-JISH

ELS Journal on Interdisciplinary Studies on Humanities

Volume 2 Issue 1, 2019

ISSN (print) : 2621-0843

ISSN (online) : 2621-0835

Homepage : <http://journal.unhas.ac.id/index.php/jish>

## The Influence of The Big Book Media Has The Character of Conservation in Early Reading

Otang Kurniaman<sup>1</sup>, Nugraheti Sismulyasih Sb<sup>2</sup>

<sup>1</sup> [otang.kurniaman@lecturer.unri.ac.id](mailto:otang.kurniaman@lecturer.unri.ac.id)

### Abstract

*The big book media with the character of conservation is the development of learning media adapted to the character of the child in early reading. The purpose of this study was to see the effect of big book media on conservation characteristics in early reading in the first grade of SD Labschool Unnes using a quasi-experimental method with a pretest-posttest design with one research class without any comparison class with data analysis using SPSS 17. The results of the study were correlation correlation pretest and posttest of 0.757 with a determinant coefficient or R Square of 0.573 that the big book media conservation character influences early reading with a magnitude of 0.548, to test the significance with Fcount = 22.821 with a significance level of  $0.000 < 0.005$ , so the significant influence of big book media on conservation early reading skills, to answer the research hypothesis then tested by looking at constant posttest of 48.861 while the regression value of 0.561 can be interpreted that the regression coefficient is positive, then the research hypothesis is answered by the conclusion that the media is big book conservation characteristics affect early reading.*

**Keywords:** *The Big Book, Early Reading*

**How to cite:** Kurniaman, O., & SB. Sismulyasih, N. (2019). The Influence of The Big Book Media Has The Character of Conservation in Early Reading. *ELS Journal on Interdisciplinary Studies in Humanities*, 2 (1), 141-147.

### 1. Introduction

The big book media with the character of conservation is a learning tool used by teachers in helping the process of material transformation carried out in class. The media must also be able to provide knowledge to achieve competency standards that have been determined by the Government (Kumala and Hartatik, 2016, Angreni, 2018). Big Book is a reading book that has a large size, writing, and images. Big Book sizes can vary, for example, A3, A4, A5, or newspaper-sized (Lynch, 2008). Big Book size must take into account the readability of all students in the class. Big Book can be used in the early class because it has characteristics that suit the needs of students. Character as a subjective assessment of a person's personality related to personality attributes that can or cannot be accepted by society. The character is a natural whole and a disposition that has been mastered stably which defines an individual in his overall psychological behaviour that makes it typical in ways of thinking and acting (Kurniaman and Noviana, 2017).

<sup>1</sup> Universitas Riau, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

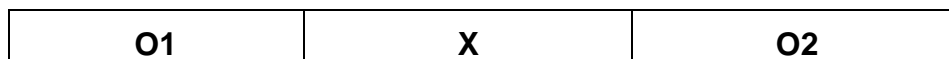
The teacher can choose the big book whose contents and topics are in accordance with the interests of the students or according to the theme of the lesson. In fact, teachers can make their own big book according to the characteristics and needs of students. Big Book allows students to learn to read through how to remember and repeat reading.

Many education experts claim that Big Book is very well used in the early classes because it can help increase students' interest in reading (Calkins, 2010). Early reading is the initial stage in learning to read which is focused on recognizing symbols or signs relating to letters so that they become the foundation so that children can continue in early reading stage (Kurniaman, et al, 2018).

The success of learning in schools is measured in reading, writing, listening and speaking skills (Chong, 2017), so being a teacher's important concern in language skills especially reading is an important tool for academic success (Susanti, 2018). Reading is one thing that will not be separated from the world of education. This is all because, in every aspect of people's lives, reading activities will be involved more and more often (Pahrurrazi, et al, 2018). Reading, in essence, is a complicated one that involves many things, not just reciting writing, but also involving visual activities, thinking, psycholinguistics, and metacognitive (Kurniaman and Noviana, 2016). Reading habits will improve reading comprehension and vocabulary multiplication (Syafitri, 2018), therefore big book media with conservation characteristics must be able to increase interest in reading the beginnings of low-class students. The role of the teacher is also very important in teaching reading (Ermawati, et al. 2018) in using big book media should be able to facilitate students in the learning process and provide real experience (Kurniaman, et al, 2018). The purpose of this study is to see the influence of the big book media with conservation characteristics in early reading.

## 2. Method

This study uses a quasi-experimental method with the design of one group pretest-posttest, that is, an experimental group is given a stimulus and then the dependent variable is measured without a comparison group (Bambang and Janah, 2006). Before the treatment was carried out in the class, the pretest was given first and after the treatment was given a post was done to see the influence of the big book media in the character of conservation in reading the beginning. The research design is shown in Figure 1.



**Figure 1.** Research Design

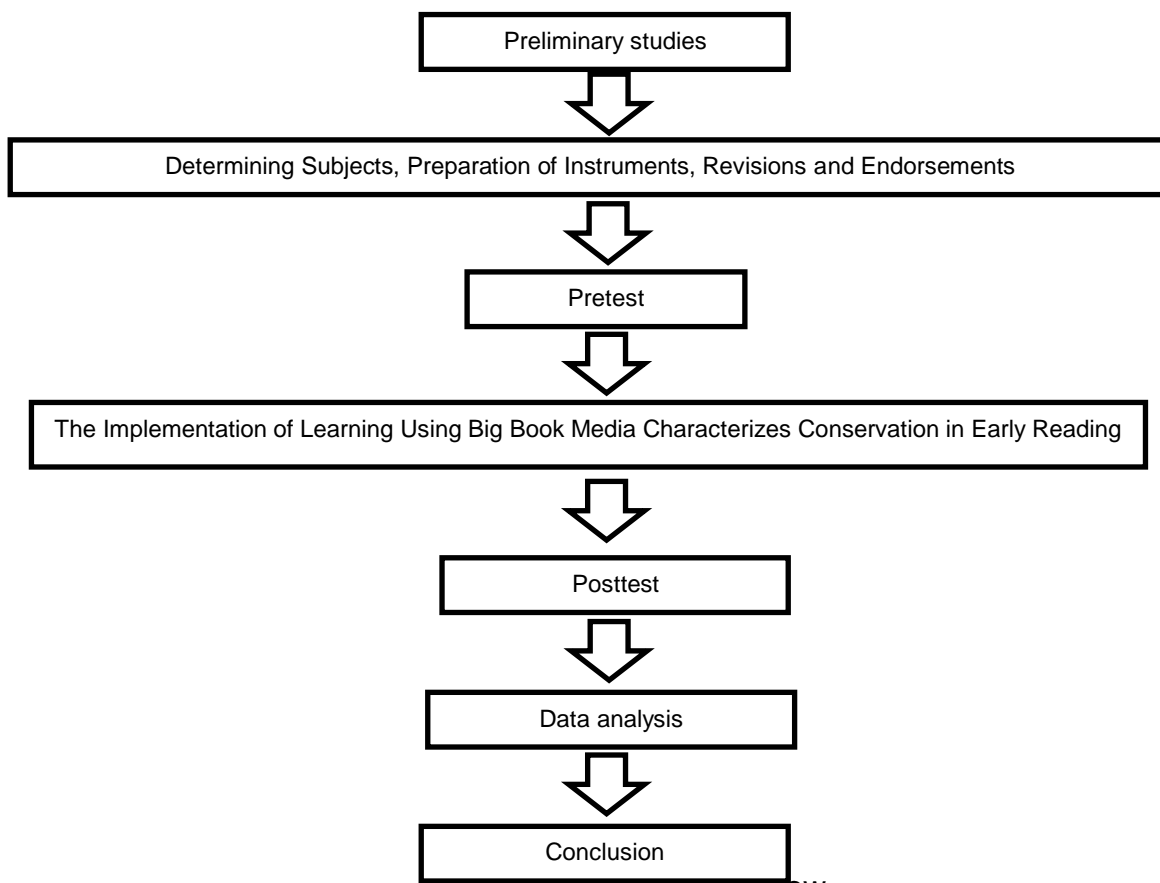
Explanation:

O1 : pretest

X : treatment

O2 : posttest

The place of this research is SD Labschool UNNES, with a number of students of 19 people, with research steps (Sugiyono, 2014) as follows.



**Figure 2.** Research Flow

The initial stage is analyzing the curriculum, basic competencies, competency standards, and learning objectives. Next, determine the research subject and compile a ledger media with conservation characteristics by experiencing revisions from experts and practitioners, after the instrument is validated, the pretest is done to test the early reading ability. The next stage is the implementation of learning using ledger media with conservation characteristics, then posttest obtained data to be analyzed and conclusions. Data analysis techniques were carried out using SPSS 17 so that more accurate data was analyzed.

### 3. Findings

The results of this study are to see the influence of the big book media on conservation characteristics in reading the beginning. The research subjects only took one experimental class without any comparison class, before being treated the experimental class was pretested first, then given treatment with learning using big book media conservation characteristics at the beginning of reading in a class I conducted at SD Labschool Unnes with four meetings, by ending with posttest. Beginning reading skills were taken from pretest and posttest data which were analyzed using SPSS 17 with the results of correlation analysis or relationships seen in table 1.

**Table 1. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .757 <sup>a</sup> | .573     | .548              | 5.92605                    |

a. Predictors: (Constant), POSTEST

The table above explains the magnitude of the pretest and posttest correlation / relationship of the early reading ability of 0.757 by obtaining a determinant coefficient (R square) of 0.573 which implies that the influence of independent variables or big book media usage on conservation character influences the dependent variable or initial reading skills with the effect is 0.548. To see the significance of the influence of the big book media conservation characteristics in reading the beginning will be tested using ANOVA with the results of the analysis seen in table 2.

**Table 2. ANOVA**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 801.414        | 1  | 801.414     | 22.821 | .000 <sup>a</sup> |
|       | Residual   | 597.007        | 17 | 35.118      |        |                   |
|       | Total      | 1398.421       | 18 |             |        |                   |

a. Predictors: (Constant), pretest

b. Dependent Variable: posttest

The table above shows that the value of  $F_{\text{count}} = 22.821$  with a significance level of  $0.000 < 0.005$ , then the conclusion of the data analysis is that the big book media with conservation character influences the reading skills of the first grade SD SD Labschool Unnes. This proves that children are very fond of the big book media with conservation characteristics because they are equipped with images and writings that children can read so that they improve their initial reading skills. to answer the research hypothesis, the pretest and posttest data were tested for coefficients with the results of the analysis seen in table 3.

**Table 3. Coefficients**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 48.861                      | 8.381      |                           | 5.830 | .000 |
|       | POSTEST    | .561                        | .118       | .757                      | 4.777 | .000 |

a. Dependent Variable: PRETEST

The table above shows the constant Postes value of 48,861, while the pretest value of the regression coefficient is 0.561, can be translated data in table 3 with a constant of 48,861 means that the consistent value of initial reading skills is 48,851. The big book media conservation coefficient with a conservation character of 0.561 states that every 1% increase in the value of initial reading skills increases the participation value by 0.561 which means that the regression coefficient is positive so that the big book media with

conservation character influences the beginning reading skills of class I students. SD Labschool Unnes.

#### 4. Discussion

Beginning reading skills must provide meaningful and concrete learning that can give meaning to the symbols of language (Mulyani, et al, 2018). Learning to speak is very difficult due to the courage of children, such as reading skills must provide motivation for children to do learning (Lu & Liu, 2015), The role of teachers in the reading process, among others creating experiences that introduce, maintain, or expand students' ability to understand texts ( Saidah, 2017), with big book media conservation characteristics provide meaningful learning experiences with large-sized images and writings that provide students' understanding of reading beginnings. The results of the study from pretest and posttest data can be concluded that the big book media with conservation characteristics have an influence on reading the beginning of class I students at SD Labschool Unnes with a large regression coefficient of 0.561. The influence of the big book media on conservation character makes it easier for students to read because it provides interesting images and learning requires the character to cooperate, be honest, and respect the opinions of other students. Early reading is a very important skill, for that, a teacher must provide learning that is able to develop student reading skills (Kurniaman, et al, 2018). reading ability is the basis for mastering various fields of study. If the child at the beginning of school does not immediately have the ability to read, he will have difficulty in studying other fields of study.

Big Book is used by teachers when he is doing modeling reading or reading together. This type of book will be of interest to students because the appearance attracts their attention. Big Book allows students to learn to read through how to remember and repeat reading. Many education experts claim that Big Book is very well used in the early classes because it can help increase students' interest in reading. The use of Big Book in reading learning has the purpose of providing a reading experience. Reading is interactive. The involvement of the reader with the text depends on the context. People who like to read a text that is useful will meet several goals that they want to achieve, the text that someone reads must be easily understood (readable) so that interaction between the reader and the text occurs (Mujiatun, Kurniaman, & Meisal, 2015). Adapted to the curriculum that applies in elementary school is the 2013 curriculum which emphasizes character not only cognitive (Kurniaman, and Lazim, 2017), for this big book media has the character to reflect the 2013 curriculum objectives.

#### 5. Conclusion

Big book media with conservation characteristics have an influence on students in beginning reading, it can be seen from the results of research with the research hypothesis answered. Early reading learning must provide a media that is able to translate language symbols with images so that students are able to remember. This media also emphasizes the character of conservation in the learning process.

#### References

- Angreni, S. (2018). Peningkatan Kemampuan Mahasiswa PGSD Universitas Bung Hatta dalam Mengembangkan Bahan Ajar IPA Sekolah Dasar. *Al Ibtida: Jurnal Pendidikan Guru MI*, 5 (2), 221-230. DOI: <http://dx.doi.org/10.24235/al.ibtida.snj.v5i2.3079>.

- Bambang, P., & Janah, L. M. (2006). *Metode Penelitian Kuantitatif*. Jakarta: PT Raja Grafindo Persada.
- Calkins, L.M. (2010). *The Art of Teaching Reading*. New York: Longman.
- Chong, S. L. (2017). Many Languages, Whither Literacy? Understanding the Ontology of Reading in Linguistically-diverse Contexts. *3L: The Southeast Asian Journal of English Language Studies*, 23(2), 1 – 13. <http://doi.org/10.17576/3L-2017-2302-01>.
- Ermawati, Yunus, N., & Pammu, A. (2018). The Role of Inquiry Based Learning to Improve Reading Comprehension of EFL Students. *ELS-Journal on Interdisciplinary Studies in Humanities*, 1(1), 13-20.
- Kumala, F. N. & Hartatik. (2016). Pengembangan Bahan Ajar Kuliah IPA Berbasis Karakter. *Jurnal Pancaran*, 5(3), 81-98.
- Kurniaman, O., Zufriady., Mulyani, E. A., & SB. Simulyasih, N. (2018). Reading Comprehension Skill Using Graphic Organizer for Elementary School Students. *Journal of Teaching and Learning in Elementary Education (JTLEE)*, 1(2), 75-80.
- Kurniaman, O., Zufriady, Noviana, E., & Afendi, N. (2018). *Development of Teaching Materials for Reading Comprehension Skills Using the Graphic Organizer Media*. Proceeding of the 2nd URICES, 2018, Pekanbaru, Indonesia. ISBN: 978-979-792-853-7. 385- 390.
- Kurniaman, O., & Noviana, E. (2016). Metode Membaca SAS (Struktural Analitik Sintetik) dalam Meningkatkan Keterampilan Membaca Permulaan di Kelas I SDN 79 Pekanbaru. *Jurnal Primary: Pendidikan Guru Sekolah Dasar*, 5(2),149-157.
- Kurniaman, O., & Noviana, E. (2017). Penerapan Kurikulum 2013 dalam Meningkatkan Keterampilan, Sikap, dan Pengetahuan. *Jurnal Primary: Pendidikan Guru Sekolah Dasar*, 6(2), 389-396.
- Kurniaman, O., Noviana, E., Charlina., Simulyasih, N., Handayani, N. D., Sofyan, N. S., Zufriady., & Septyanti, E. (2018). Why Should Primary Teachers Develop Learning Material by Directed Reading Thinking Activity (DRTA) Strategy?: 4-D Model. *Advanced Science Letters*, 24 (11),8389–8391. DOI: <https://doi.org/10.1166/asl.2018.12570>.
- Kurniaman, O., & N. Lazim. (2017). Implementasi Kurikulum 2013 di Kelas II SD Negeri 079 Pekanbaru. *Jurnal Tunas Bangsa*, 4(2), 185- 197.
- Lynch.(2008). A Guide For Using Big Books in the Classroom. *Jurnal Scholastic Canada Ltd*. Hlm 1-6.
- Lu, Z. & Liu, M. (2015). An investigation of Chinese university EFL learner's foreign language reading anxiety, reading strategy use and reading comprehension performance. *Studies in Second Language Learning and Teaching*, 5(1), 65-85. doi: 10.14746/ssl.2015.5.1.4.
- Mulyani, E. A., Nurmi., Kurniaman, O., Munjiatun., & Hermita, N. (2018). Identifying Early Reading Competence In Elementary School Students. Proceeding ICEE (International Conference on Elementary Education, Universitas Pendidikan Indonesia, Bandung, Indonesia. ISBN: 978-602-98647-5-5.

- Munjiatun., Kurniaman, O., & Meisal, U. (2015). Kemampuan Mahasiswa PGSD FKIP UR dalam Keterampilan Membaca Pemahaman. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 4(1), 12- 20.
- Pahrurrazi., Kurniaman, O., & Alpusari, M. (2018). Analisis Minat Baca Siswa di Perpustakaan SDN 37 Pekanbaru. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 2(6), 872- 876.
- Susanti. (2018). The Use of Jigsaw II to Teach Reading to STMIK Students. *MIMBAR PENDIDIKAN: Jurnal Indonesia untuk Kajian Pendidikan*, 3(1), pp.85-96.
- Syafitri, N. (2018). The Correlation Between Lecturers' Teaching Styles and Students' Reading Habit Towards Reading Comprehension. *ELS-Journal on Interdisciplinary Studies in Humanities*, 1(1), 96-102.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- Saidah, H. (2017). Pengaruh Program Gemar Membaca terhadap Kemampuan Mengarang Siswa Kelas IV SD. *Mimbar Sekolah Dasar*, 4(3), 225-234. DOI: 10.17509/mimbar-sd.v4i3.7863.