

THE USE OF BIG BOOK TO INCREASE STUDENTS ENGLISH EARLY READING SKILLS

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Abstract: The purpose of this research was to find out the effectiveness of Big Book in increasing students' english early reading skills. The method used was a pre experimental design. The sample of this research was class B kindergarten of Rumah Matematika dan Sains. The tool of data collecting was oral reading test. T-test and effect size formula used to measure the effectiveness of the treatment. After the treatment, the students' english early reading skills increased, they aware of the letter sounds, and they become familiar with the words . The data showed their score in letter sounds ,familiar word reading, and sentences reading increased. The findings showed that the t-test 27.879 was higher than the ttable ($27.879 > 2.930$). the effect size results was 1.39 ($ES > 0.80$) which was classified as high. Based on the results the use of big book was effective to increase students english early reading skills.

Keywords : English Early Reading, Big book.

Abstrak: Penelitian ini bertujuan untuk mengetahui efektifitas media buku besar dalam meningkatkan kemampuan awal membaca pada siswa taman kanak-kanak di Rumah Matematika dan Sains. Metode penelitian yang digunakan adalah rancangan pre experimental. Sampel dari penelitian ini adalah siswa taman kanak kanak kelas B di Rumah Matematika dan Sains. Instrument yang digunakan dalam pengambilan data adalah tes membaca lisan. Pengukuran tingkat efektifitas treatment dilakukan dengan uji t dan uji efek. Setelah diberikan perlakuan hasil penelitian menunjukkan adanya peningkatan kemampuan awal membaca bahasa inggris pada siswa, siswa mengetahui bunyi dari huruf-huruf, dan mereka perlahan mengenali kata-kata dalam bacaan. Data menunjukkan hasil test pada bagian bunyi huruf, membaca kata, dan membaca kalimat, meningkat setelah diberi perlakuan. Hasil penelitian menunjukkan uji t 27.879 lebih tinggi dari ttable ($27.879 > 2.930$). Hasil uji besar efek 1.39 ($ES > 0.80$) dikategorikan tinggi. Berdasarkan hasil penelitian penggunaan buku besar efektif dalam meningkatkan kemampuan awal membaca bahasa inggris pada siswa.

Kata Kunci : Kemampuan awal membaca bahasa inggris, Buku besar.

The development of English language skills in early age was very important. It was necessary to start introduced children to acquired English language skills as early as possible. According to Rolton (2001, p.2) the early years are very important for the children to develop language skills, cognitive skills,

and early reading skills. One of the most important English skill is reading. Therefore, it was very crucial for every child to learn how to read from the early age. Because, it depends on how well the children could read and the other skills would follow to developed. Children need to read early to have success in school. Moreover, reading is also a fundamental ability for higher learning (Gove, 2011, p.6). It was absolutely critical that every child had the fullest opportunities to become an accomplished reader.

English reading consists of five essential skills namely, phonological awareness or the skill of connecting letter and sounds, decoding text, word recognition skill, reading fluency and if the students' success in passing all of the steps they could easily master the comprehensions. The first three skills in reading are also known as early reading skills. Since they are the building block for every child who learns how to read to make it as a successful reader. According to study conducted by Chard,et al, before children discover the meaning of the text they should first be able to read it, and to be able to read they should knew the letter sounds, how to decode the letters and recognize the words.

This ability to read early might not seem important since English play a role as the foreign language and used only in one subject for most school in this country. But in fact, some private schools were emphasized the used of English as a language to communicate daily. The students would continuously dealing with English in their worksheets, textbook, or something as simple as sign around the schools. This case happened for most students who took lessons in Rumah Matematika dan Sains . They came from private school which use English for every subject. Children who could not read English would be left behind because they could not keep up with the material that had been taught in school. In conclusion, it would affect their grade and academic achievement.

To be able to read English became very important for the children who would enter the school with English as a core language for teaching and learning. Because, English reading skills obviously was one of the strongest factor that would influence their later academic success in school. As in rumah matematika dan sains, mostof the kindergarten students who took English course were came from the private school where if they continue to the next level they would find that the used of English is a necessity. Luckily, the preschool where they are right now emphasize the development of English language for the students from a very early age.The school demands the students to be able to read, write, listen, and speak English as early as they enter the preschool, in order to prepare them for the next level of learning.

This condition was why *Rumah Matematika dan Sains* became very important, as the parents believed by put their children to such a course it would help them to develop their English language skills including reading skills. The parents had the desires for their children to enter international based curriculum school which was why they put their children in a course that they believe would shaped their children knowledge in English besides what they got from school.*Rumah Matematika dan Sains* would fulfill the role of the parents to provided additional lessons for the

children and created environment that supported the children for their success in school. Looking at these reasons, the researcher felt the need to facilitate and maximized the development of early English language skills for the students in *RumahMatematikadanSains* especially reading skills, through the media that the previous research showed could help the children to develop their English early reading skills in an enjoyable way.

The media chose by the researcher was a big book which would read by the teacher and shared with the students through shared reading technique in order to discuss the components of prints within the book. Big books are magnified or enlarged versions of children's books, and are considered to be on the most effective ways of getting children involve with print and developed their English early reading skills. According to Morrow (as cited in Nambiar, 1991, p.3) enlarged the text allow the students in the classroom to see and react to the word and pictures on the page as the teacher read aloud, a vital similarity to the shared reading between parents and child. So that the researcher believed the big book is the closest approximation can be offered in the classroom to promote English early reading skills.

Besides helped the students to keep up with their learning activities in school, teaching English language skills for the children at the early years was really necessary for several other reasons. As one of the research suggested the development of language for the children at early age especially reading would develop a child's brain, it sensitizes the child to language patterns, expand vocabulary and improves memory. It encourage longer attention spans, improves concentration and lied the basis for sounds learning skills (Reading readiness,nd). In accordance to the prespective, the researcher would like to took the opportunityto introduce the early english language skills especially reading skills for the students as soon as possible before they enter school.

The researcher believed it was really important for the children to be able to read English from the very beginning. To look at how important English language for the lives of the students inside and beyond school nowadays, proved that it could be a problem if the children missed out the opportunity to developed their English language skills especially reading skills. From reading children will gain information about the language, even when they were not capable yet to understand the meaning of what they had read, t hey would gain the knowledge through the process of reading. It would also boast their confidence and would foster their love to learn English. This reasearch was conducted in order to clarify some questions related to the used of this approach in increasing the early reading skills, the questions stated were : (1) How significant was the increasing of English early reading skillsthrough the use of big book? (2) How significant was the increasing of English early reading skills through the application of shared reading technique in using the big book?. In order to answer these questions the researcher conducted the pre experimental research by introducing the media which is big book in teaching and learning process.

METHOD

This Research was a quantitative research and used pre experimental one group pre test and post test design. In pre experimental one group pre test and post test design there are various sampling techniques such as simple random sampling, systematic sampling, Stratified sampling, cluster/area sampling, convenience sampling, deliberate/purposive sampling, and quota sampling techniques. The writer used the purposive sampling due to the decisions of the head of Rumah Matematika dan Sains who is permitted only the class B students to be the sample of this research. The data of the students of class B are in the table below:

Table.1 The Data of the Kindergarten Students in class B of Rumah Matematika dan Sains Academic Year 2016-2017.

No	Students	Grade	School
1	CF	TK B	Joyful Kindergarten
2	ES	TK B	Kanaan Kindergarten
3	WL	TK B	GB Kindergarten
4	CC	TK B	Immanuel Kindergarten

The students did the test after exposed to six times treatment. The test consisted of two parts, pre test and post test. In order to gain the valid and reliable data the researcher constructed the table of specifications. The table of specifications were as follows :

Table.2 Adapted from , Early Grade Reading Assessment ,SMRS EGRA English ,n.d

Components of Early Literacy	Spesifications	Items Number	Total
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Letter– Sounds associations (Phonemic awareness)	Students' capable of sounding out and naming all the letters in alphabet chart .	No.1 (alphabet chart)	26
Decoding and Recognizing words	Students' capable to read simple and familiar words.	No.2 (a,b,c,d,e,f,g,h,i,j)	10
	Students; capable of reading simple and familiar sentences	No.3 (a,b,c,d,e)	5

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

The research which was conducted in Rumah Matematika dan Sains to 4 kindergarten students in Class A found that the use of big book to increase students english early reading skills is significant, it was proven by the resulted of : (1) the students individual scores in pre test and post test, (2) the main difference between pre test and post test, (3) to do the hypothesis testing (4) to measure the effect size. Each of the category had been measure , and the results was in the table below :

Table 3. The Students Individual Scores of Pre Test and Post Test

Students name	Pre –Test Scores	Post – Test Scores
CF	80	93
ES	70	81
WL	28	48
CC	49	61
Σ	56.75	70.75

Table 3 showed the mean scores of the students in pre test and post test. The results was significantly different. It was found out that the mean score of the students before exposed to the treatment was poor which is only 56,75, the results showed that the students basic knowledge of reading was concerning. The students often mistook the letter sounds as the letter names, they were not capable to sounds out the letter correctly even for the letter that had the same sound as its names. The familiar word reading did not show the satisfying result either, the

students could not read the words correctly, they often mistook the beginning sounds of the word.

On the contrary, after the students exposed to the treatment, the mean score of the students post test was lifted to good, with the mean score 70.75, this results in Table 3 showed that the students' ability had been developed.

During the treatment students had learned about the letter –sounds associations which helping them in decoding the sounds to form words,they become familiar with some of the words and at the end of the treatment they were able to recognize the words.This implementation pictured in the post test score in the table above. In post test the students were capable of sounding out most of the letter sounds; they started to see how the beginning sounds connected with other sounds in one word. The increasing knowledge about letter sounds contributed to the significant increase of students mean score, which means the treatment affected the students' English early reading skills.

As the table above showed the mean score of students post test and pre test, the researcher would like to know the exact difference between the pre test and post test.To see how significant was the increasing of English early reading skills after the use of big book, the researcher calculated the difference and the results are in the table below:

Table 4 The Difference between Students Pre Test and Post Test

No	Students Cod Ne	Pre – test (X_1)	Post – test (X_2)	D ($X_1 - X_2$)	D^2
1	CC	80	93	13	169
2	ES	70	81	11	121
3	WL	28	48	20	400
4	CF	49	61	12	144
Σ		ΣX_1 56.75	ΣX_2 70.75	ΣD 14	ΣD^2 208.5

Table 4 showed that the difference between students scores in pre test and post test was 56, with the mean difference 14. The difference was considerably moderate, which means the treatment had an impact on the development of students early reading skills. The students came from not knowing how to deal with the words to become a capable reader at the end of the treatment as the table showed the score change and increase. The students could read the familiar words and simple sentences after gaining the knowledge about letter sounds and decoding, and they become familiar with the words and written form as they exposed to the printed words within the big book continuously.

After finding out the mean difference between the two test, which was showed a really good results, the researcher did the hypothesis testing and the results was:

Hyphotesis Testing

Based on the results of the data computation it was obtained that the t-test score (29.56) was higher than the t-table (2.306) with the degree of freedom (df) = N-2 (10-2=8) means that the use of big book to increase students english early reading skills had different significant result between pre-test and post-test. It proves that the alternative hypothesis (Ha) which was “The use of big book in teaching students English early reading skills is effective to increase students English early reading skills was accepted and the null hypothesis was rejected.

1. The Effectiveness of Treatment

The final measurement was to see how significant did the tratment affected the increasing of the students score. The effect size was $9.35 > 0.81$, which means the effect size was moderate. With this result we can conclude that the used of big book had contributed in increasing the students english early reading skills. The use of big book significantly increased the students score to good while before the used of big book the students had poor scores. This calculation concluded that the use of big book was effective in developing their english early reading skills .

Discussions

Based on the research findings, students mean scores increased after the treatment. The mean difference between students’ pre test and post test was high. It could be concluded that there was the significant changes on students’ english early reading skills. The research findings showed that during the treatment the students scores in early english reading skills increased from low to good. It was found out that the alternative hypothesis was accepted, which means that the use of big book was effective in increasing the students english early reading skills.. All of the calculations showed the use of big book in increasing the students English early reading skills overall had the positive outcomes.

The research findings showed the increasing of student’s scores before and after the students exposed to the big books. The scores of the students in two test given before and after the treatment provided a reflection on how the skills of the students changed from low to good. In pre test students had not been introduced to the big book. In this stage the students could not sounds out the letters nor could they decode the words. The students struggled to complete the test which was consited of three parts or domain of early reading skills. Even for the first part which was the letter sounds test the results was poor. Most students could not sound out almost half of the letters in the letters chart, they could not read the simple words, and they mistook the beginning sounds of the words repetitively. This results gave the idea on how knowledge about letter – sounds association affected the students reading skills. When the students did not know the sounds of the letter especially the beginning letter of the words they were more like to fail to decode the words and as a result they mispronounced the word. Even some students could not read the word at all.

After the pre test which showed the poor results, the researcher exposed the students to the treatment which in the first stage focused on letter – sounds association. During two times meeting the students skills on letter sounds associations increased. After exposed to the treatment students became aware of the letter sounds as they memorized the sounds when the teacher pointed to every letters and asked them how the letter sounded. The teacher also used the alphabetic chart to help the students memorized the sounds. At the beginning the students had difficulties in differentiating between the letter names and sounds. Fortunately, the discussions were the core of the shared reading techniques which gave the teacher the advantage to explain and discuss directly with the students how the letter sounds were different from the letter names until the students understood about the concept.

The colorful illustrations did help to win the students attention. But, while the shared reading technique was being applied, the students' focus was sometimes distracted by the illustrations itself. They were sometimes busy pointed out to the colorful illustrations in the book and ignored the printed words. But, since the big book had a large printed words, the teacher could apply one of the strategy in shared reading by using the pointer and then tracked the pointers along the printed words, this technique worked for the students, their attention was slowly drawn back to the printed word, and they became curious when the teacher asked what is the name of this letter? How does it sounds?

The strategy of tracking the words while reading would not work if the students could not see the printed words clearly, that is why the use of big book and shared reading technique better to be applied when working with the small group of students, among 5 to 8 students. Even with only 4 students in this research the students sometimes complained to the teacher when they could not see the words. However when the students got excited about the big book some of them moved around to point out to some object in the big book that they were curious about, and this kind of students got in the way of the others while all of them should be able to see which letter or words were tracked by the teacher. To overcome this situations if this technique about to be applied in larger class was by asking them to sit in circle. The students were competitive and they liked to try to sound out the letter every time the teacher gave them the questions.

Later skills developed during the used of big book along with shared reading sessions was the decoding skills. The decoding skill is the core of students reading skills. Once the students were capable to decode the text means they would be able to read it. The big book supported the development of this skill. Through the visualization of the big book the students were able to recognize that the particular letter owned the particular sound, and as the teacher read the words they had developed the concept that every letter had a sound and if we put them together the sound would be meaningful. The teacher read the words as a whole and sometimes separates them into sounds.

After that, along with the students, the teacher combined the sounds back together again and read again the words as a whole, this activity was supported by the large printed words that helped the students to see when the teacher stopped to break the words and read the words again as a whole, and knew how to read it. But usually the teacher had to write down the particular words on the white board and got the students to decode the words, because more often the students would not focus to see the words on the book, they rather imitated and memorized the sounds made by teacher, and that is why when they were asked to read they sometimes struggled because they knew the pronunciation without exactly knowing the spelling of the words.

Besides the big book as a media, the techniques applied while using big book which was shared reading really gave the advantages to the students. The shared reading involved the discussions where the students were free to ask questions and the teacher had the room to explain the details for the students. The discussions sessions really shaped the students' knowledge, it gave the students ideas and understanding of what they were doing and what they were trying to achieve. From the real interactions with the book the students got the concepts that words are arranged by several letters and the letters consist of individual sounds that made the sounds of the words. The students were also led to understand that every word has meaning and the combinations of words form a sentence.

When students continuously interacted with the books and most importantly the printed words within the book, the students surely began to recognize the words from the text even though, most of them memorized the words by connecting it with the picture in the big book. Besides, through the discussions the students got the explanation from the teacher they kept their knowledge and used it wherever they found the words with the same patterns such, beginning, or ending sounds.

During the shared reading sessions using big book, students' early English reading skills developed, they were aware of the phonemes within the written form from learning and knowing the letter's sounds, while the phonic awareness of the students developed, the students were led to decode the words from the sounds they already knew in the previous stage, when the students had difficulties in decoding or did not remember the letter sounds they could easily ask their teacher since the shared reading sessions really allowed the students to interact with their teacher anytime. While the shared reading gave the advantages through the flexibility of the technique. The big book in the first place facilitated an easy way for the students to visualize the printed words and by listening to the teacher they understood how it was supposed to be read.

When the students see as well as listen, they understood the written text more easily, they memorized the shapes and sounds of the words that led them to the next step of reading. This result hopefully becomes the strong foundation for children's future learning. After the students had the knowledge about letter sounds and in the process they became familiar with the written forms, they will

understand the meaning more easily when the comprehensions is needed in the next stage of their education.

CONCLUSIONS AND SUGGESTIONS

the researcher conclude that the used of big book along with the applications of shared reading techniques would be really helpful in developing students english early reading skills. The conclusions of this reasearch are as folllows : (1) The use of big book served the students in a very enjoyable way, the students could learn how to read in a very relaxing environement.The colorful illustrations in the big book led their attractions towards the book and implicitly build their focus to the printed words. This process required the guidance from the teacher to point at the word to make sure the students visualized the print and not only the illustrations. (2) While teaching using big book the teacher needed to emphasize in phonological awareness, because if the students aware of the letter-sounds associations within the written form, they were more likely to be able to decode the letters to form word using the unit of phonemes that they learned previously. (3) The big book allowed the students to directly see the words as they were being read to, it makes the students recognize the words very quickly as they memorized it when the teacher read and pointed at the words at a time. The use of big book increased students awareness of the letter sounds and helped them to differentiate letter sounds and the letter names. (4) The shared reading techniques that was applied during the used of big book made the students becomes active and passionate to learn how to read. The students were not afraid to express their curiosity as they were free to discuss any contents within the book with the teacher. During six times treatment students already knew sounds of the letters in alphabet, by applying the shared reading techniques the teacher emphasized on the discussions of how every word sounded until the students knew all the letter sounds and they do not mistake the letter sounds as the letter names. (5) Some students were also capable in decoding the letter to form word as the teacher explained and guided the students through the shared reading sessions by following the strategies in the shared reading which was modeling reading and helped the students figured out how the sounds worked in written forms. At the end of the six shared reading sessions some students were able to read simple words and read the simple sentences. Besides by knowing the sounds of the letter the students also recognized the words through the shared reading and as they recognized the words they were capable of reading the simple words and the combination of the words which were the simple sentences. The students interactions with the printed words within the big books made the students familiar with the words. The familiarity motivated the students to read more and they became passionate in reading.

Suggestions

The findings has concluded that the use of big book could increase students english early reading skills. Based on the conclusions the researcher

believes that it is suggested for the teacher to use this technique to help the children to develop their English early reading skills. In order to get the effective results from using this technique, the researcher would like to add some suggestions about what should the teacher do and what should not be done in using big book with shared reading technique. The suggestions are as follows :

(1) Teaching using big book should be done in a small group of students, the techniques might be applied for a large classroom but to get the best results it has to be done with only 5-8 students in a classroom. (2) For small numbers of students teacher should provide the big book that is large enough for all of the students to see the printed words and illustrations within the book. (3) In choosing the materials of the big book, it should be relevant to what the students learn as well as it should provide with interesting contents and illustrations that will attract student's attention. (4) When using the shared reading techniques the most important part is the discussions, teacher should make sure that there is a valuable discussion with the students about the skills that the students need to increase. (5) Use the highlight text strategies to teach the students about the words that contain some particular sounds which the teacher wants to emphasize and provide the translations of the words to make sure the students get an idea of what the story is about. (6) Use the pointer to make sure the children attention drawn towards the letter, track the pointer along the text as the text is being read. (7) Use modeling reading to help the students understand what is being read and they will understand about the basic sounds – letter association's knowledge as the teacher modeling the sounds of the words.

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