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BIG BOOK: STUDENTS' PERCEPTION OF ITS BENEFITS TO READING SKILL

by

Chandrika Rahmania Cahyani

English Department, Universitas Muhammadiyah Sidoarjo, Indonesia

chandrikarahmania6@gmail.com

Fika Megawati*

English Department, Universitas Muhammadiyah Sidoarjo, Indonesia

fikamegawati@umsida.ac.id

*Corresponding author

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Abstract:

This research uncovers students' perceptions of the benefits of significant books on reading skills. A purposive descriptive case study was used to explore their perceptions of the benefits of big books on reading skills and the challenges in practicing the activity. Five elementary school students who read big books became participants in this research. To fill the gap, this research aimed to describe the benefits of big books on students' reading activities. An open-ended questionnaire was used for data collection. Data were collected through structured interviews and analyzed using Interpretative Phenomenological Analysis (IPA). The results showed that students positively perceived reading using big books. They argued that this technique stimulated and encouraged their creativity. However, it was found that big book has limited verbal representation and development of other skills. This research implies that big books can enhance creativity, are easy to use, and are not fixated on technology.

Keywords: big book; literacy; young learners

Abstrak:

Penelitian ini mengungkap persepsi siswa tentang manfaat buku-buku yang signifikan pada keterampilan membaca. Studi kasus deskriptif yang bertujuan digunakan untuk mengeksplorasi persepsi mereka tentang manfaat buku-buku besar tentang keterampilan membaca dan tantangan dalam mempraktikkan kegiatan tersebut. Lima siswa SD yang membaca buku-buku besar menjadi peserta dalam penelitian ini. Untuk mengisi kesenjangan tersebut, penelitian ini bertujuan untuk mendeskripsikan manfaat buku besar terhadap kegiatan membaca siswa. Kuesioner terbuka digunakan untuk pengumpulan data. Data dikumpulkan melalui wawancara terstruktur dan dianalisis menggunakan Interpretative Phenomenological Analysis (IPA). Hasil penelitian menunjukkan bahwa siswa secara positif membaca menggunakan buku besar. Mereka berpendapat bahwa teknik ini merangsang dan mendorong kreativitas mereka. Namun, ditemukan bahwa buku besar memiliki keterbatasan representasi verbal dan pengembangan keterampilan lainnya. Penelitian ini menyiratkan bahwa buku-buku besar dapat meningkatkan kreativitas, mudah digunakan, dan tidak terpaku pada teknologi.

Kata kunci: buku besar; literasi; pelajar muda

INTRODUCTION

The importance of literacy culture that must be instilled in the elementary student has a vital

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role in their cognitive aspects. According to Nurhayati (2019), one of the reasons students are not interested in reading is parents' unawareness of the importance of literacy. Students' reading skills are essential for developing visual, audiovisual, and textual communication. In addition, the teacher is equipped with creative knowledge by making learning media using a big book. Accompanied by suitable implementation methods in the English learning process, ensure the students' perspective about a big book.

Big book is one of the media that can be used to learn. This media is a visual learning tool with significant size characteristics in writing and images. So that it allows students to be interested in learning and practicing reading skills with the teacher. According to Solchan Ghazali et al. (2022), a big book is a conventional media approach for learning reading skills, which is not equipped with sufficient media to foster students' desire to read. So, it has been proven that big books are one of the most well-tested media for improving students' reading skills. Many studies have shown that large books help improve students' reading skills.

The big book displays various views, starting from the pictures used, which are colorful, using short sentences that make it easy for students to understand, and the order in which the material is delivered is appropriate. The big book is one of the results of implementing a learning model adapted to learning objectives, so teachers should make a big book by making it as creative as possible. If you buy outside, it is not necessarily because of the learning objectives implemented through the big book (Tatminingsih, 2021).

In this research, several big book implementations have been carried out for elementary school students. Previous research regarding learning through big books can improve the beginning reading ability of elementary school children. The results obtained are as stated by Hadiana et al. (2018), who concluded that using big books influences the learning process and that students feel happy and excited because the big book is a medium for reading by remembering and repeating reading. According to Sareng et al. (2023) concluded that there was a positive influence resulting from the big book, namely that it could improve students' reading skills as evidenced by learning outcomes, and the enthusiasm of students for student learning also increased because they were interested in the appearance of the material in the big book. Fatriani and Samadhy (2018) concluded that big books are very feasible and effective to use as a learning medium for reading skills and positively impact the formation of children's characters.

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According to Utari et al. (2023), the big book was very effective because it fostered students' enthusiasm for learning, and supported by the big book, it increased students' interest in participating in learning. So, there is a significant influence on student learning outcomes when learning to read at the beginning. Ritonga and Rambe (2022) concluded that using big books on students' initial reading ability increases learning outcomes, and students can understand the material taught in depth by the teacher. Rosidah and Pebrianti (2022) concluded that an increase in student learning outcomes from using the big book on initial reading ability where students who were not fluent in reading became fluent, and in the learning process, students became active.

Concerning the previous studies related to previous studies, there are not many studies that use students' perceptions after the implementation of learning using big books. The number of previous studies conducted on implementing big books focused on experimental actions, classroom research, and interviews with teachers. The recording device was used to collect all activities during the application of Big Book media, while the teacher's diary was used to monitor the results of the use of Big Book media on students' reading ability (Mahayanti & Asrina, 2017). Therefore, this research decided to use students' perceptions of using a 3D big book with material on animal species and their habitats.

Students' perceptions of the big book are essential enough to be researched because, according to Bota (2017), students' opinions are an essential step teachers must consider to present relevant learning for students. The advantage of researching students' perceptions is that it facilitates students in conveying something from what has been taught and improves their reading skills. In addition, students' perceptions can also increase the success of learning because teaching this media is not just teaching; there needs to be perceptions from students to achieve the quality and success of learning. Here, student success is also teacher success. Therefore, this research investigates students' perceptions of a big 3D book about animal species and their habitats to improve reading skills.

Moreover, the students' perspective as the participants in the learning using a big book is not much discussed, even though the students' experience can be used as evaluation material. However, some students have different opinions, so that difference makes the following consideration whether big books as visual learning media have many positive or negative opinions. However, according to Saefuddin et al. (2019), using a big book is one of

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the proper steps because using a big book does not require other tools and is very helpful for developing children's social-emotional skills to express a feeling. Therefore, students who are not interested in visual learning through big books do not change the perception that big books have positive value.

However, the effect of information reading skills on the big book Yasin (2022) concluded that the big book is an effective medium for increasing information literacy and as an alternative medium for solving problems in reading skills. So that students do not quickly feel bored when learning takes place. Furthermore, it deals with a teacher's perception in applying the big book to elementary school children, as stated. The results obtained are as stated according to Salmiah et al. (2022), who concluded that the big book is one of the creative media that can improve students' reading skills and has a unique appearance from the appearance of the usual book to build students' interest in reading.

Thus, students can easily understand reading significant texts describing animals and unique animal images with 3D designs using environmentally friendly materials. However, this research's limitation is that it focuses on students' experience in learning to use big books to improve reading skills. Therefore, this research investigates one question: **"What are the student's perceptions about using big books in learning reading?"**

METHOD

Design

This qualitative research approach investigates descriptive data about people or people's behavior that can be observed (Surayya, 2018). The method used is a descriptive case study because this research aims to investigate a phenomenon that occurs among elementary school students as a subject. Yin (2016) states that case studies investigate a phenomenon in the context of real life. This method needs to be used to investigate the phenomenon because of the uniqueness of using big books with a 3D display, where students feel interested in learning to read and reduce addiction to the use of technology.

Participant

The participation used in this research consisted of five 4th Grade Children at one of Sidoarjo City's elementary schools. These students might benefit from the use of big book learning media to build their reading skills, which are visual-based.

Instrument

This research used structured interviews to obtain data. Questions were conducted in Bahasa, Indonesia. The accompanying instrument was a smartphone. Thus, the interview practice was audio-recorded with this smartphone, which was used to record all students' answers and perceptions after applying the big book as a learning media. Data were collected through observation and interviews. To obtain valid data, it is necessary to conduct a trial to measure what would be measured to achieve the target. If the results are valid, the trial succeeds and makes validity the primary key in the research (Meilani, 2023). The instrument used in this research is described as follows:

Interview. The interview was adapted from Wandini et al. (2020) to find out students' opinions after learning practices using the big book.

Table 1

List of Interview Items

Interview Items
1. Do you feel happy when learning using the big book?
2. Are you interested in learning about the types of animals and their habitat using the big book?
3. Do you want to learn more about learning material about types of animals and their habitats?
4. Is the learning material for animal species and their habitat using a big book interesting?
5. Is the presentation of the material displayed in the big book understandable?
6. How is the image quality on the big book?
7. How is the quality of the writing in a big book?
8. Do you like learning using the big book?
9. Have you understood the material on the types of animals and their habitats after using the big book?
10. What is your opinion about the pictures and writing in the big book?

Source: (Wandini et al., 2020)

The interview item number ten was modified, which is where the initial question was "How about the clarity of the picture and writing in the material?" then changed to "What is your opinion about the pictures and writing in the big book?" because the author wants to know more about the big book that has been implemented to students.

Data collecting technique

In conducting the research, the researchers used structured interview consisting of open-ended questions. Four other aspects were asked: their perception of the learning

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atmosphere, their interest in learning, their comprehension of learning, and the quality of the media used. These interviews gave the interviewer a clear picture of the process based on a specific topic. However, the interview questions were organized in easy and short language to ask the children so that they could be answered dynamically based on unexpected responses and situations. Therefore, the questions were structured and consistent. The interviews were audio-recorded using a smartphone. The structured interviews were in Bahasa Indonesia so that they could express their opinions in their mother tongue (L1). This was to make the interviewees easily answer (Nunvarova et al.,2023) and get equal opportunities to express their points of view.

Next, the researchers transcribed and translated the interviews into English. For the transcribing process, this research followed the steps proposed by (Widodo, 2014): listening to oral data, constructing oral data, conveying the data through the focus of interpretation, rewriting and rebuilding the spoken data, and building the data as credible as possible and constructing data as credible as possible. Based on this, the credibility and reliability of the interview practice can be maintained.

Data analysis technique

Thematic Analysis was used to analyze the data. Thematic Analysis is a qualitative data analysis that analyzes, organizes, describes, and informs the themes in a data set. One of the reasons for using Thematic Analysis in this research is its adaptiveness, pluralism, and flexibility (Braun & Clarke, 2019). Another consideration lies in the suitability of answering the purpose of this research, which is to describe the use of big books in reading activities.

In its implementation, this research used six TA steps. First, getting to know the data (phase 1) helps the researchers recognize and consistently engage with the data collected. Second, developing initial categories (phase 2) helps researchers design initial categories based on the results of analyzing the data by conducting activities to assess the data. Third, finding themes (phase 3) helps researchers guide researchers in characterizing and organizing data relevant to specific themes. Then, reviewing themes (phase 4) allows researchers to review thematic data to determine reliable thematic patterns rooted in the research questions. Next, defining and naming (phase 5) is the researcher's activity in developing data themes related to the scope and focus of the investigation. Finally, producing a report (phase 6) is

writing the emerging themes into a final report. Therefore, TA can gain a compelling and diverse understanding of the data set (Spiers & Riley, 2019).

RESULT AND DISCUSSION

Result

The findings of this research used an open-ended questionnaire. The findings display four emerging themes. Firstly, the big book has a fun learning atmosphere. Second, big books are a medium that increases interest in learning. Third, I need to understand the material presented and the book's quality. More specific elucidation of these is outlined subsequently.

1. The big book has a fun learning atmosphere.

Generating ideas for a big book has a fun learning atmosphere and becomes the first contribution experienced by the learners when they are engaging in learning to read through the big book. For example, student B felt happy after seeing the pictures in the big book ("very happy, the first time using this media"). In addition, they feel excited about studying because learning is not quickly boring, and there are various pictures and descriptions.

Table 1. The extract of the big book brings a fun learning atmosphere

<i>Participants</i>	<i>Extracts</i>
<i>Student A</i>	<i>"Very happy because there is no big book at the school."</i>
<i>Student B</i>	<i>"Very happy. This is the first time using this media."</i>
<i>Student C</i>	<i>"Excited to learn."</i>
<i>Student D</i>	<i>"Don't get bored easily"</i>
<i>Student E</i>	<i>"Become more active, because there are pictures and also the description"</i>

The data shows that students feel happy with learning using the big book, which means several factors make them happy, such as this being their first experience using the big book, then the big book is not easy to get bored during learning, and students are more active with the display of pictures and descriptions.

2. The big book is a medium that increases interest in learning.

Another reason learning using a big book can increase students' interest in learning is the

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3D display in the big book and the cover designed as attractive as possible so that they are enthusiastic about learning. It is one way to attract students' attention so that they are more curious and want to know more about the media used. The extracts are shown as follows;

Table 2. The extract of the big book is a media that increase interest in learning

<i>Participants</i>	<i>Extracts</i>
<i>Student A</i>	<i>"Very interested."</i>
<i>Student B</i>	<i>"Like it, when learning like this"</i>
<i>Student C</i>	<i>"Feeling enjoy when learning."</i>
<i>Student D</i>	<i>"Make curious about the appearance of the big. book cover"</i>
<i>Student E</i>	<i>"Interesting material with the appearance of the Animal images that seem real (3D)."</i>

3. Understanding the material presented

In addition, it is mentioned that understanding the material provided plays a vital role in the teaching and learning process to make it easier for students to accept the material provided, and the material taken is based on the student's grade level.

Table 3. Understanding the material presented

<i>Participants</i>	<i>Extracts</i>
<i>Student A</i>	<i>"Easy to understand with large size pictures"</i>
<i>Student B</i>	<i>"Know the types of animals and also their habitat as real even though the big book"</i>
<i>Student C</i>	<i>"At first I didn't know the types of animals and their habitats but now I know better"</i>
<i>Student D</i>	<i>"Easy to understand and the explanation is also good"</i>
<i>Student E</i>	<i>"Material is so clear and easy to understand"</i>

The data shows that students can easily understand the material provided with the big book material introducing animals and their habitats, which has 3D displays and clear explanations. Then, students experience an increase in their ability to read and imitate.

4. The quality used in the big book

The quality of big books is one factor that needs to be considered. Using quality but environmentally friendly materials is the first step in training teachers' creativity and

reducing students' addiction to technology.

Table 4. The quality used in the big book

<i>Participants</i>	<i>Extracts</i>
<i>Student A</i>	<i>“Very creative because homemade.”</i>
<i>Student B</i>	<i>“The materials used are environmentally friendly.”</i>
<i>Student C</i>	<i>“Very nice with colorful pictures.”</i>
<i>Student D</i>	<i>“The text and pictures are correct.”</i>
<i>Student E</i>	<i>“The display of animal images is unique and curious”</i>

The data shows that the right choice of materials has a neat and pleasant appearance. In addition to the quality, there is also the design of the material used so that the appearance is embossed when opened, then the selection of contrasting colors on each page.

Discussion

On the students' answers regarding the perception of using the big book, students have positive perceptions of reading through the big book. The results of the indicators displayed in this research prove that most students find this activity enjoyable. When conducting interviews, the respondents were elementary school students who were still limited regarding reading in lessons, but after implementing the big book for students, the students had the same opinion about the application of the big book during learning. Apart from having a positive perception, the big book is also a learning media that motivates students to learn non-motorically and actively make creative learning in the classroom.

Learning motivation is one of the influences students have on literacy activities. Wahyuni et al. (2018) state that school literacy culture affects students' motivation to continue learning and can also affect student learning outcomes. According to Widoyo et al. (2023), creative learning is supported to improve students' understanding of the material presented by the teacher and how each student learns so that we can understand that students with high learning motivation achieve good learning outcomes through their achievements and vice versa.

The use of the big book as a learning medium is well-received by all students, especially those related to the quality of the media to train reading skills. With large shapes and writing, big books can help students improve their reading skills and interest them to continue learning

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and hone their reading skills. According to Mahsun and Koiriyah (2019), using big books makes students interested in carrying out the literacy process at the beginning of learning. That way, their reading ability increases, which means their learning achievement also increases. However, the research results (Hilaliyah & Wahid, 2020) show that the big book received a relatively high due diligence score, with the "very feasible" category receiving an average.

The advantages of big books as a learning medium are the creative skills of trained teachers who give students good results, especially in reading skills (Yulianti, 2019). Some of the advantages of a big book are as follows: 1) the text and images are large so that all students in the class can see them, both those sitting in front and behind; 2) the material in the book is presented concisely and clearly; and 3) lots of colors that can attract students' attention, so they do not get bored. This research uses students who can be said to need attention still and quickly get bored easily. So, big books can minimize students in this regard, and the students feel the activity is challenging and exciting. One common challenge is pronouncing the sounds and phonetic patterns they hear, as English may have sounds that do not exist in their native language.

Reading activities that use big books are not only challenging, but they also encourage creativity. Moreover, teachers are also involved in creating themes, material descriptions, and tools that require creativity. Although all humans are programmed, called creativity acquisition devices, the trigger must be activated. Therefore, this activity encourages their creativity. This aligns with Kurniawan et al. (2024) creative learning method will be perfect if creative learning materials support it. In addition, this innovative approach makes learning English fun, adapts to different learning styles, and helps students gain language skills.

When it comes to reading skills, students are undoubtedly involved. Students practice reading and imitation skills like the 3D Big Book of Animals. Reading using big book media is one way to increase students' interest in learning with an attractive visual display. This activity shows that students find it easier to interpret the reading by visualizing images. By doing this activity frequently, it is believed that their reading skill with pictures will improve because reading and imitating are considered one of the ways to be used and have an effect. The big book is one of the learning media that plays an essential role during the learning process in training reading skills and effectively teaching language. The factors that influence

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effective learning are the environment, resources, and the students' desire, which are essential factors that affect learning outcomes (Zhu Liying, Jiexuan Yang, 2023).

Meanwhile, most students use their visual imagination to create something real in reading activities. Creativity in making a big book is shown by displaying 3D-designed images with exciting color combinations to be seen and read, introducing the animal's name and habitat, and giving a brief description. In conclusion, big book media can promote creativity in reading activities.

Although big books have been regarded positively, the data shows that big books also have a disadvantage in terms of flexibility. Students cannot access self-learning using big books; hence, learning can only be accessed at school and guided by teachers. Despite hindering their accessibility, big books teach students not to be addicted to learning using digital technology, but we can use big books with quality materials that are also environmentally friendly.

CONCLUSION AND IMPLICATION

Conclusion

With the big book, students positively perceive the benefits to their reading ability. This can be seen from students' responses regarding the aspects obtained, namely the pleasant learning atmosphere, students' interest in learning with the display of animal images that seem real (3D), understanding the material with large images, and the quality of the big book with colorful images because the materials used are environmentally friendly.

Limitation

In this research, the implementation of the big book only focuses on students' perceptions of big books, which help build their reading skills and do not lead to the development of other skills, which is the reason for the limited research it is. Researchers recommend developing big books for all learning and not only for learning English, but they can be implemented in any subject to practice reading or writing skills.

Implication

It can be seen from these conclusions that students have a positive perception of the use of big books in learning media, so big books can improve students' ability to train their reading skills. Using big books as learning media can train teachers to be more creative in

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using tools and materials that are easy to use and not fixated on technology. On the other hand, students can also visualize the images in the big book in real time because of the 3D display.

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BIO-PROFILE:

Chandrika Rahmania Cahyani is currently a seventh-semester student at Universitas Muhammadiyah Sidoarjo. She is majoring in English Education to get her Bachelor of Education Degree. She is also active in the English Student Association. Her expertise is in Speaking and Writing. Corresponding email: chandrikarahmania6@gmail.com

Dr. Fika Megawati, S.Pd., M. Pd. obtained her doctoral degree in ELT from Universitas Negeri Malang, Indonesia. Her professional experiences include being a permanent English lecturer at Universitas Muhammadiyah Sidoarjo, English Language Education Study Program. She has been involved in research projects on Continuous Professional Development for ELT and pre-service teachers. Additionally, she is an active member of journal organizations and English teacher associations such as TEFLIN and Asia TEFL. Corresponding email: fikamegawati@umsida.ac.id

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