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Abstract

This research is based on the phenomenon of low literacy in students who still cannot understand reading, therefore big book is one way of media that can support reading skill. Through this big book, the literacy skill possessed by students can increase. One of them is as a way to support student literacy in English learning about the material of animal species and their habitats, so it can motivates teacher to be creative in providing learning media. The purpose of this research is to explore the implementation of big book in learning towards young learners. The method used by researchers is a qualitative method which asks the perception of young learners about the use of big book. It was their experience in learning English vocabulary supported by big book. The results of this study indicate that big book is beneficial to support students literacy to build their reading skill. The resulting implication is that teacher is expected to be able to use big book at any time according to the material to be delivered, especially in learning reading. Big book is very recommended to create an interesting learning atmosphere so that the students are active, and it can build communicative interaction in the class. This is proven that big book has a big influence on the process of learning reading.

Key Words: Big Book; Literacy; Young Learners

INTRODUCTION

In the current 4.0 era, information technology advances are developing very rapidly. To deal with this progress, a new literacy culture is needed which is the same as the era of disruption as a benchmark in the structure of modern life (Lestari & Erwanto, 2021). That way indirectly requires students to continue to love literacy which benefits students to practice skill, especially reading skill. However, at this time, Indonesia has made the country less literate in early childhood so it does not rule out the possibility that this problem is far behind developed countries. The importance of a literacy culture that must be instilled in early childhood has an important role for the cognitive aspects they have. According to Nurhayati (2019) one of the reasons why the students are not interested in reading is parents' unawareness of the importance of literacy for them. Students literacy skill are very important for the development of visual, audiovisual and textual communication. Therefore, teacher is equipped with creative knowledge by making learning media using big book accompanied by good implementation methods in the English learning process.

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The decline in students' interest in reading affect the welfare of Indonesia in the future. As we know that Indonesia occupies the fourth largest position in the world in the education system which consists of China, India and the United States. This is comparable to the low ability of the Indonesian people in literacy culture. Meanwhile literacy is very important for the progress of the country because the progress of a nation depends on the ability to read well rather than just listening (Mansyur, 2019). Likewise with the learning process which have an impact on early childhood if the learning process is not optimized as well as possible then students have difficulty understanding learning material to the next level, especially in the field of language.

English is a priority foreign language that must be learned because language is an international communication used by all fields, both education and politics (Syahputra, 2014). English learning material is an effort to improve students' skill in using English contextually which is acceptable in everyday contexts and situations. This is done to make English learning methods meet the needs of students. With this in line with the objectives of learning English, namely to improve communication, listening, reading, writing and speaking skill. To create good goals, it is necessary to achieve competence which is a measure of success is created by using the media. According to Telaumbanua (2016) states that the use of media in learning English helps students to understand the subject matter and makes class situations more active, so as to make students actively interact directly with the environment or real-world atmosphere. With the media can help teacher make it easier to convey the material. So it is expected that students are able to understand the material well and the material is conveyed clearly.

The ability to understand reading is one of the first steps for students to improve their way of thinking, to understand the contents of the reading, and to build their critical thinking skill. According to Rizal, Kresnadi, and Ghasya (2023) reading ability is a process needed by a student to know the material to be taught, so that students do not find it difficult to understand the learning material, students must have this ability in order to be able to get satisfactory results and convey learning material. Therefore, supported by learning media is expected to improve students' way of thinking and improve their reading skill. Based on this research, students never use media during the learning process. Students only use the guidebook provided by the school, which in real terms does not attract attention and interest in learning. It is hoped that the existence of media can help students and teacher to contribute well to the learning process and bring positive changes to students.

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

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. Big book is one of the results of implementing a learning model that has been adapted to learning objectives, so teacher should make big book by making it as creative as possible. Because if you buy outside, it is not necessarily in accordance with

the learning objectives that implemented through the big book (Tatminingsih, 2021).

In this study there are several implementations of big book that have been carried out for elementary school students. In previous research regarding learning through big books can improve the beginning reading ability of elementary school children. The results obtained are as stated according to Hilda Hadian et al. (2018) concluded that the use of big book has an influence on the learning process, that are students feeling happy and excited because big book are 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 skill 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. According to Fatriani & Samadhy (2018) concluded that the big book is very feasible and effective to be used as a learning medium for reading skill and also has a positive impact on the formation of children's character.

According to Utari et al. (2023) big book was very effective because it was able to foster students' enthusiasm for learning and supported by the big book, it increased students' interest in participating in learning. So that there is a significant influence on student learning outcomes in learning to read the beginning. According to Ritonga & Rambe (2022) concluded that the use of big book on students' initial reading ability provides an increase in learning outcomes and students can understand the material taught in depth by the teacher. According to Rosidah & Pebrian (2022) concluded that there was an increase in student learning outcomes from the use of 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.

Regarding the effect of information literacy skill through the big book Yasin (2022) concluded that the big book is an effective media for increasing information literacy and also as an alternative media for solving problems in literacy skill. So that students do not easily feel bored or bored when learning takes place. Furthermore, dealing with perception of a teacher in the application of the big book to elementary school children as stated. The results obtained are as stated according to Salmiah et al. (2022) concluded that the big book is one of the creative media that can improve students' reading skill and has a unique appearance from the appearance of the usual book so as to build students' interest in reading.

This study discusses the use of big book as media for learning English to build the students reading skill. In this current research, the researchers some innovation in designing big book. A Pop-up big book combination to produce a 3D image design was implemented. Then the learning material is presented regarding the introduction of animal species and their habitat where is the description of the animal. The method of delivering the material is using the lecture method while giving questions and answers to students. While in the previous research it discussed the implementation of elementary school students using big book, the results were the same opinion that the use of the big book is one of the media that can improve students' abilities, especially in their reading skill. Therefore, this study also conducts the same research using big book on elementary school students which is only different in the material, design of big book, and solving methods used by the teacher.

Research Question

What is the students' perception about the use of big book in learning reading?

Research Method

The research approach used by researchers is a qualitative research. Qualitative research method are research method that produce descriptive data about people or people's behavior that can be observed (Surayya, 2018). In the descriptive qualitative method research using elementary school students as a subjects. Data collection was carried out through interviews with students in the form of open-ended questions. The type of data attached is documentation in the form of photos of the implementation and notes on the results of interviews from observations.

This study aims to increase students' understanding of literacy culture by designing 3D images and attractive colors on each page, in addition to describing empirical reality according to phenomena to reveal symptoms in an eventful manner through data collection by utilizing the researchers himself as a key instrument. The reason the researchers uses qualitative because seen from the research focus that has been set in this article, it requires the writer to go directly to conducting research on elementary school students with the aim of knowing students' perceptions after using big book in learning, and qualitative methods are easier to describe true fact.

Research Design

The research design that used is qualitative research with phenomenology design. Based on the formulation of the problem above, the purpose of this research wants to know the perception of each students after implementation of using big book. This research involved fourth grade elementary school students with the research object was big book which was toward students reading skill. The instrument used in this study was audio recorder, it used to record all the answering the perception of the students after implementation big book as learning media. The data were collected through observations and interview.

Research Instrument

The research instrument is a tool used to collect data or measure objects from research variables. To obtain valid data, it is necessary to conduct a trial to measure what will be measured to achieve the target, if the results obtained are valid then the trial obtained achieves success and makes validity the main key in a study (Risa Meilani, Astuti, 2021). The instrument used in this study is describe as follows:

Interview. The interview was adapted from (Sinaga, 2020) to find out the opinions of students after learning practices using big book.

Table 1

List of Interview Items

No	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 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 big book interesting?
5.	Is the presentation of the material displayed on the big book understandable?
6.	How is the image quality on big book?
7.	How is the quality of the writing in 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: (Sinaga, 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.

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Data Collecting Technique

Data collection in this study consists of:

a. Big book implementation

In the application of big book as learning media, there are several unique displays produced such as on the page using a combination of Pop-up so as to produce a raised image, then the use of contrasting colors, and on the cover gives an attractive impression by decorating various kinds of stickers. Implementing big book to students by reading aloud so that students are able to imitate and understand the contents of the material presented. Furthermore, students are asked questions about the contents of the big book, then students are helped to answer the contents of the material that has been studied by looking at the picture of the contents of the page. And then after the explanation, the teacher reflects on the material to students from the beginning to the end which serves to determine the focus of students during learning. Students

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are very enthusiastic about listening to the material presented in the form of introducing types of animals and their habitats, of which there are a total of five pages.

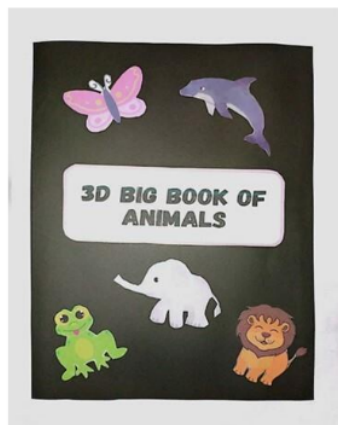


Fig. 1. Example of The Cover 3D Big Book of Animals



Fig. 2. Example of The Pages 3D Big Book of Animals

Based on educational standards, the things that need to be considered are related to the material to be delivered, the feasibility of the material for students, and the material criteria for the school level. Based on this grouping, one of student's ability is used, namely the introduction of animal species and their habitat, so therefore the data can be presented as follows:

Table 3

List of the content Big Book

Target	Material/Theme	Content
Introduction the animal species and their habitat using english.	Animal	On the cover there is a title that is designed as attractive as possible by adding a sticker.
		In the first page, material, "I am a lion" with a background that has been adjusted according to the animal's habitat and is accompanied by explanation text at the bottom of the image.
		In the second page, material, "I am an elephant" with a background that has been adjusted according to the animal's habitat and is accompanied by an explanation text at the bottom of the image.
		In the third page, material, "I am a butterfly" with a background that has been adjusted according to the animal's habitat and is accompanied by an explanation text at the bottom of the image.

In the fourth page, material, "I am a frog" with a background that has been adjusted according to the animal's habitat and is accompanied by an explanation text at the bottom of the image.

In the fifth page, material, "I am a dolphin" with a background that has been adapted to the animal's habitat and is accompanied by an explanation text at the bottom of the image.

b. Interview

Interview is one way of collecting data to carried out by someone to the participant who will be addressed by asking several questions that relate to what has been carried out on the perception of each individual where the interview is considered complete if the participant provides answers that match their conditions (Elizabeth Munoz-Osores et al. 2023) Data collection was carried out by recording the results obtained from elementary school students four grades totaling 5 students and carried out for 4 meetings on Thursday, June 8, 2023 to Sunday, June 10, 2023. The interview is one of the things the researchers do by making the main key or main points of the research concept. When the interviews have been completed, the researchers complete the notes in the field again by sorting them in a systematic and well-organized manner. The interviews were carried out with reference to the interview guidelines to provide convenience for researchers so that the interview activities were more focused. In this study, the informants who were interviewed were elementary school students.

c. Coding

Coding is a data collection method. Coding is a tool for researchers to understand the answers to the answers of researchers from interviews which usually have a large number of words (Priharsari & Indah, 2021). In conducting this qualitative analysis, coding is one of the first steps to start data analysis. Coding aims to show the relationship between the results of the analysis and the data obtained. Coding is done to collect the code that has been generated and then collected into several categories.

Data Analysis

a. Data Collection

Data collection was carried out by recording data obtained from interviews with elementary school students. Interviews conducted with the main key or main points of the research concept only. When the interviews have been completed, the researchers complete the notes in the field again by sorting them in a systematic and well-organized manner.

b. Data Presentation (Coding)

After carrying out the results of interviewing students, the researchers conducted coding to categorize the results of student interview answers after carrying out the learning process using big book. Interview questions were given to 5 students who

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were the sample in this study. Based on student responses regarding the use of the big book, the following results were obtained along with the categorization of the interview results.

RESULT AND DISCUSSION

Result

In this research, researchers wanted to know students' perceptions of the benefits of using big book that had been implemented to improve their reading skill. From the interview data obtained about students' perceptions, that is fourth grade, where they were very interested in learning with the media that had been taught. Of course, this is one of the things that must get appreciation for teacher who have used learning media with the aim that the material presented related to reading can be conveyed properly. Based on this situation, it is not far from the learning media that the teacher has considered to implement for students, by using big book which is one way to solve problems related to students' obstacles to understanding reading material. By providing planning for the development of big book to improve their reading skill by following guidelines in accordance with educational standards.

Table 2

List of data transcript results from interview

No	Code	Students	Data Transcript Results
1.	Learning Atmosphere	A	"very happy, because at the school there is no big book"
		B	"very happy, the first time using this media"
		C	"excited to learning"
		D	"don't get bored easily"
		E	"become more active, because there are pictures and also the description"
2.	Interesting in Learning	A	"very interested"
		B	"really like it, when learning like this"
		C	"feeling enjoy when learning"
		D	"make curious about the appearance of the big book cover"
		E	"interesting material with the appearance of animal images that seem real (3D)"
3.	Understanding of Material	A	"easy to understand with large size pictures"

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	B	"know the types of animals and also their habitat as real even though the big book"
	C	"At first I didn't know the types of animals and their habitats but now I know better"
	D	"easy to understand and the explanation is also good"
	E	"material is so clear and easy to understand"
4. Quality of Big Book	A	"very creative because homemade"
	B	"the materials used are environmentally friendly"
	C	"very nice with a colorful pictures"
	D	"the text and pictures are correct"
	E	"the display of animal images is unique and curious"

Discussion

On the students' answers regarding the perception of using big book, the answers are categorized based on learning atmosphere, learning interest, understanding of the material, and the quality of the big book. At the time of conducting interviews with this study, 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 big book during learning. Therefore, it can be concluded that the students' perception of using the big book is positive. Apart from having a positive perception, the big book is also a learning media that motivates students to actively learn non-motorically and make creative learning in the classroom.

Learning motivation is one of the influences of students on literacy activities. As stated by Wahyuni et al. (2018) argues that the culture of literacy in schools affects students' learning motivation to continue learning and can also affect student learning outcomes. And also according to Widoyo et al. (2023) supported by creative learning to improve students' understanding of the material presented by the teacher, as well as knowing how each individual student learns. So that we can understand that students who have high learning motivation to achieve good learning outcomes in accordance with their achievements and vice versa.

The results of the interviews show that at the beginning of using the big book as a learning medium, students showed interest and were very amazed by the appearance in the big book; starting from the cover with the title written on, then filling in the material in the form of an introduction to the types of animals and their habitats and not only that, in the big book entries

there are also animals that are deliberately designed in 3D so that students can see them in real life even though only through media images with a mix of different colors that contrast.

During the learning process using the big book, students did not experience difficulties. All the material that has been delivered can be conveyed properly. Students in answering the questions posed by the teacher are extraordinarily active and responsive to what has been explained. Then during the material reflection, some students could answer correctly and some answered incorrectly. But the teacher still guides the student to be able to answer correctly.

The use of the big book as a learning media is well received by all students, especially those related to the quality of the media to train reading skill. With large shapes and writing, big book can help students improve their reading skill, and provide interest for students to continue learning and hone their reading skill. According to Mahsun & Koiriyah (2019) the use of big book gives students interest in carrying out the literacy process at the beginning of learning. That way their reading ability increase, which means their learning achievement also increase. But from the results of research (Hilaliyah tatu, 2020) shows that the big book received a fairly high due diligence score, with the "very feasible" category receiving an average score of 88.66%.

Big book have the benefit of cultivating students' reading skill because with a large text size, every word or phrase is easy to understand, and their use is adjusted to the grade level and student needs. With this, making students understand the material to be explained by reading together with other friends, growing their confidence, increasing student learning motivation through interesting pictorial media, students are not easily bored with the delivery of material, as well as through a comfortable reading atmosphere. It is fun to make students predict that they have understood the material presented.

The advantages resulting from the big book as a learning media are the creative skill of a teacher being trained and giving good results to students, especially in reading skill (Yulianti, Fitria, Nahdi Dede Salim, Susilo Sigit, 2019). Some of the advantages of 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 in a concise and clear manner; and 3) lots of colors that can attract students' attention, so they don't get bored. Because in this study using students who can be said to still need attention and quickly get bored easily. So with big book can minimize students in this regard.

Big book is one of the learning media that plays an important role during the learning process to train reading skill and make an effectiveness in learning language. The factors that influence effective learning are the environment, resources, and also the desire of the students themselves which are important factors that affect learning outcomes (Zhu Liying, Jiexuan Yang, 2023) Even though they are underestimated and think that only books contain large pictures and writing, in fact big book are learning media that are used to stimulate student development. It was unexpected that the big book was not just a learning medium. Big book is

a way that is done by the teacher independently and creatively to stimulate the development of students in a comprehensive manner.

The use of big book for students provides benefits and motivation for students by showing their enthusiasm for learning and their development towards literacy to build their reading skill. The privileges owned by big book are provide a pleasant learning atmosphere, increase students' interest in learning, namely by displaying an attractive big book, the material presented is appropriate so that it can be easily understood by students, the quality of the materials used is environmentally friendly so that it can easy to practice by anyone. With the big book it is hoped that students to have a sense of courage and confidence in themselves that they can already practice reading skill through material on animal species and their habitat. This is reflected in several interview answers regarding students' perceptions of learning using the big book, this following :

“very happy, the first time using this media”

“interesting material with the appearance of animal images that seem real (3D)”

“material is so clear and easy to understand”

“the display of animal images is unique and curious”

Basically, there are several factors that need to be considered in teaching students' reading skill for early childhood students. One of them is by using big book. Big book really helps to create a pleasant learning atmosphere in the classroom and the media can also help as an intermediary to distribute material to students so that the material provided can be received easily. It is proven through this research that big book get a positive response by students and help students know more about the material that has been given. Therefore, students' reading comprehension skill can be developed in the process of providing innovative media in the form of big books facilitate students' ability to a text and increase text understanding. So it can be concluded based on the results of the analysis, it can be concluded that the big book can be an effective learning method in improving reading skill and also big book are considered effective to be applied to fourth grade of elementary school students.

CONCLUSION AND SUGGESTION

Based on the results of research that has been conducted on elementary school students regarding teachers' efforts to implement big book in the learning process that supports their reading skill. So overall it can be concluded that students' perceptions in reading learning using big book are students are happy with the class atmosphere when learning begins, increase students' interest in learning especially in reading material, material can be easily understood due to the attractive appearance of the big book, the quality of the big book can make students interested, such as the appearance of pictures or writing that fulfils aspects and is not excessive.

It can be seen from these conclusions that students have a positive perception of the use of big book in learning media so that big book are able to improve students' ability to train reading skill. In this research, the application of big book only focuses on students' perceptions of big book which are useful for building their reading skill and does not lead to the development of other skill which is the reason for the limitation research it is. Researchers very

recommend developing big book for all learning and not only for learning English but can be implemented in any subject either for practicing reading skill or writing skill.

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BIO-PROFILE

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