



## **The Effectiveness of Using Big Book Media on Early Reading Skills in 5-6 Years Old**

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### **Abstract**

**Purpose** – This study aims to determine the effectiveness of using Big Book media on early reading skills in children aged 5-6 years old.

**Design/methods/approach** – This study used a quantitative approach which was carried out in an experimental method with a pre-post-test design. The sampling technique uses a simple random technique with 30 children. Data collection technique is by means of tests. The analysis technique for testing the hypothesis uses the difference test (t-test).

**Findings** – The results showed that children in the experimental group who used Big Book media had a higher average score when compared to children in the control group who used magazine media. Based on the t-test calculation, findings indicate that there was a significant difference between the two groups. Thus, it can be concluded that the Big Book media is effective on early reading skills in children aged 5-6 years old.

**Research implications/limitations** – This study was limited to one location, Mutiara Al-Madani Kindergarten, Jambi Indonesia, and with a small sample size, so the generalizability of the findings was also limited. It is necessary for future researchers to conduct studies with a wider scope and a more diverse population.

**Practical implications** – The use of Big Book media can be an alternative learning media that can attract children's interests and can actively involve children in gaining rich literacy experiences in improving early reading skills.

**Originality/value** – This study contributes to understanding of teacher's reference material in using learning media for early reading skills in children aged 5-6 years old.

**Keywords** Big book media, Early reading skills, Early childhood

**Paper type** Research paper

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## 1. Introduction

Naturally, children aged 5-6 years have entered the process of the early reading stage, in order to become children in early childhood who are good at reading. It is their interest and curiosity that drive them to learn to read (Aay, 2016; Nicholas & Rouse, 2021; Ray et al., 2021). The reading skills of children must be optimized to support the maximum growth of children's intelligence (Basyiroh, 2017). Efforts to optimize children's reading skills can be done at an early age (Ikawati, 2013; Zati, 2018). Activities to optimize children's reading skills are given so that children can connect with writing or arrange letters into words (Rakimahwati, 2018).

Early reading skills for early childhood have an important role in children's skills in developing aspects of textual language and understanding of information. Children's literacy skills that are mastered from an early age will bridge their ability to develop various aspects of development in their lives (Baroody & Diamond, 2014). Literacy skills in early childhood are determined by the personality and motivation that arises because of the stimulation given by parents and teachers. The stimulation given is carried out by paying attention to the child's initial ability to read, motivation, and how reading content will be taught later through games that focus on developing reading skills (Wildová & Kropáčková, 2015).

However, according to the UNESCO study, Indonesia remains at the second position from the bottom in terms of global literacy. This implies that Indonesians' interest in reading is still quite low. According to UNESCO, Indonesians have a reading interest of barely 0.001%. This indicates that only one Indonesian in a thousand is a avid reader. These results are in line with the results of the Reading Literacy Activity Index in 34 Provinces (Alibaca Index) which measures the extent of reading literacy activity levels both nationally and in rankings for each province. This is measured through four dimensions, i.e., the Dimensions of Proficiency, Access Dimensions, Alternative Dimensions, and Cultural Dimensions (Kemendikbud, 2017). According to the research, the national Alibaca Index is in the low literacy activity category, while 9 provinces are in the medium category, 24 provinces are in a low category, and 1 province is in the extremely low category in the provincial index. This indicates that neither the country nor the province is in the first tier.

Based on observations and field findings that children's reading skills are still low, it can be seen that children still have difficulty recognizing letter shapes and arranging letters into words. In addition, children also still have difficulty connecting and mentioning simple writing with symbols that symbolize it. This is because the media used in learning to read is less varied. The media used are only blackboards and magazines and do not follow interesting and colorful pictures so that when the children learn to read, the children's interest in reading material is still lacking (Sari et al., 2018). In addition, the method used by the teacher to introduce reading to children is less fun. When providing reading lessons, the teacher only asks for letters that are available in magazines and written by the teacher. The words introduced to children are words that are not close to the child and less meaningful, for example, ba-bi-bu-be-bo. Children say letters without any interesting pictures. Therefore, when faced with actual reading material, children have difficulty in pronouncing the writing and arranging letters into words. In fact, reading is not just sounding the letters but also giving meaning to writing. This is what causes children to become bored when they are taught to read. Learning to read then becomes less fun which results in low reading abilities in children.

Therefore, it is deemed necessary that changes should be made in learning to assist children in the introduction of reading using Big Book media. Researchers think that Big Book media is a medium that can help develop reading skills in children. Media Big Book is a book with increased special characteristics, both in text and in pictures, to support shared reading activities between teachers and students (Andriana et al., 2017). The Big Book media has special characters such as full of colors, attractive pictures, has words that can be repeated, has an easily predictable plot, and has a rhythmic text pattern to sing about.

Previous studies stated that the big book media is an alternative and strategy for teachers in developing aspects of children's literacy (Setiyaningsih & Syamsudin, 2019; Uyu, 2018),

speaking skills (Septiyani & Kurniah, 2017), and receptive language (Fitriani et al., 2019). This indicates that the big book media can be used in developing children's language skills, especially in developing reading skills at an early age. However, there are still few studies that examine the effect of the use of big book media in developing reading skills at an early age. Therefore, this study is important as an effort to overcome problems in developing reading skills at an early age. The purpose of this study was to determine the effect of big book media on early childhood reading skills.

## 2. Methods

This study used a quantitative approach which was carried out in an experimental method with a pre-post-test design. This was done by giving the experimental group treatment using the Big Book media, while the control group was given a treatment with magazines. The study population was all groups of children in a Kindergarten, at Sungai Penuh sub-district, Sungai Penuh city. The sample was taken using a simple random technique with the representation of 15 students in the experimental class and 15 students in the control class. The research location is located in Mutiara Al-Madani Kindergarten, Sungai Penuh City, Jambi.

Data collection technique in this study was by conducting action tests with observation sheets (checks) where the instruments were compiled and developed by researchers by referring to aspects and indicators consisting of 20 items i.e., 1) reading pictures, 2) reading language symbols (letters), and 3) reading patterned syllables. The data analysis technique was the average value difference test (independent t-test), by first fulfilling the prerequisite i.e., the normality test to see whether the data is normally distributed through the Liliefors technique and the homogeneity test to see homogeneous data through the Bartlett's test.

## 3. Result

Based on the results of the normality test using the Liliefors technique for the testing prerequisites for the hypothesis, the explanation is shown in table 1.

Table 1. Normality Test for Experiment Group and Control Group

Group	N	A	L <sub>0</sub>	L <sub>t</sub>	Information
Experiment	15	0.05	0.1378	0.220	Normal
Control	15	0.05	0.2108	0.220	Normal

Based on table 1, data show that the calculated L value is smaller than the L table at the Alpha significance level of 0.05. Thus, the value of the experimental group comes from normally distributed data. In the control group, the value of L count is smaller than L table at the Alpha significance level of 0.05. So that the value of the control group comes from normally distributed data.

Table 2. Homogeneity Test Results for the Experiment Group and the Control Group

Group	A	X <sup>2</sup> <sub>count</sub>	X <sup>2</sup> <sub>table</sub>	Conclusion
Experiment	0,05	2,58	3,841	Homogenous
Control				

From table 2. it can be seen that the experimental group and the control group X<sub>2</sub> are smaller than the X<sub>2</sub> table (X<sub>2</sub> count < X<sub>2</sub> table). This means that that the experimental group and the control group have homogeneous variances.

Table 3. Results of t-test

N	Result Average	t <sub>count</sub>	t <sub>table</sub>	conclusion
15	85,3	4,45	2,048	H <sub>0</sub> is rejected
15	68,6			

Based on the table 3. with dk  $(N1-1) + (N2-1) = 28$ , then in the df table for the real level  $\alpha$  0.05, the value of t table = 2.048, it can be said that hypothesis  $H_1$  is accepted or  $H_0$  is rejected. It can be concluded that there is a significant effect of the results of children's reading skills in the experimental group using Big Book media compared to the control group using magazine media.

Table 4. Comparison of the Calculation Results of the Pre-test Value and the Post-test Value

	<i>Pre-test</i>		<i>Post-test</i>	
	<b>Experiment</b>	<b>Control</b>	<b>Ekperiment</b>	<b>Control</b>
The highest score	85	80	100	85
Lowest score	47,5	45	65	57,5
Average	62,3	61,33	85,3	68,6

Based on table 4, the pre-test results in the experimental group obtained the highest value of 85 and the lowest value of 47.5 with an average value of 62.3. Meanwhile, the pre-test results in the control group obtained the highest score of 80 and the lowest score of 45 with an average of 61.33. From the data on the results of children's reading skills, it can be seen that the early skills of children in group B1 as the experimental group and group B3 as the control group were almost the same.

Then, based on the results that can be seen by the child after the post-test was held, the highest score was 100 and the lowest score was 65 with an average of 85.3. Meanwhile the results of children's reading skills on the post-test in the control group obtained the highest score of 85 and the lowest score of 57.5 with an average of 68.6. It can be seen that there is a significant difference in the reading skills of children in the experimental group and the control group.

Based on table 3, there is a significant difference between the pre-test and post-test scores on early reading skills. For more details, see figure 1.

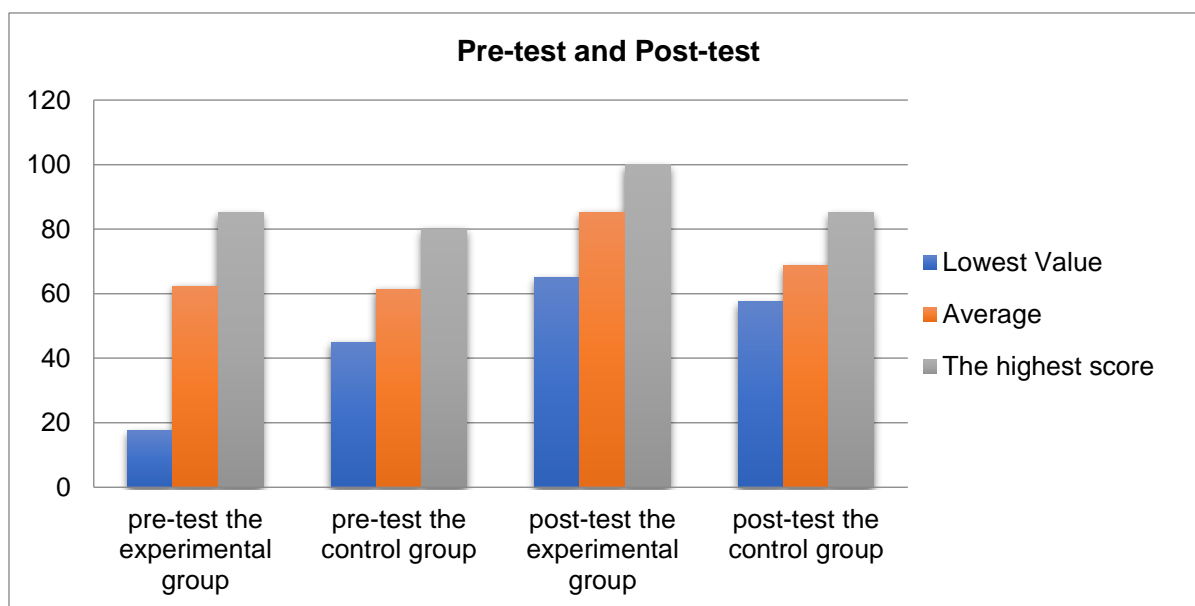


Figure 1. Data Comparison of Pre-test and Post-test Results of Children's Reading Skills in Experiment Group and Control Group

#### 4. Discussion

The results of this study explain that the use of big book media affects the increase of the reading skills of children aged 5-6 years. Children's reading skills will develop well if children get learning through a fun and conducive atmosphere with interesting learning media. The existence of interesting media in learning, it can make the learning process more interactive, fun, and be able

to stimulate children's learning motivation so that the quality of learning outcomes increases (Supriadi & Irdianiza, 2020).

Reading exercises are being developed for youngsters with limited literacy so that they can improve their language skills and comprehend textual material. These abilities are best developed through the use of relevant and enjoyable activities in early reading instructions (Maureen et al., 2020). Appropriate pre-reading content that is appropriate for the child's age and level of development should be pursued for meaningful and pleasant learning activities (Toub et al., 2018). Experts encourage instructors to participate in every interactive reading activity that pupils perform.

Big Book media is effectively used to develop children's reading skills compared to magazine media because Big Book media because reading Big Book media can provide a true reading experience for children who are not afraid of making mistakes. This is in line with study conducted by Diantari and Tirtayani (2020), who found that a suitable Big Book media with large text and pictures and with attractive colors will allow children to see the writing in the Big Book read by the teacher. This can stimulate children's learning motivation and interest in reading together. In addition, the existence of a word repetition pattern can make it easier for children to read and remember the reading. Therefore, this will raise children's courage and confidence to make them believe that they can read. In reading using the Big Book, the teacher can share the joy in joint activities when commenting on pictures and writing to create a pleasant learning atmosphere in learning to read (Setyorini et al., 2019).

These findings are in line with study conducted by Dede Ilah Warsilah (2020), who found that reading using Big Book media allows children to learn to read in a fun way. Media Big Book is suitable for all children including those who are slow in reading. Reading together using the Big Book will create courage and confidence in children and convince them that they can read. Furthermore, a study conducted by Mahsun and Koiriyah (2019), found that the use of ledger media will develop children's basic skills in all aspects of language, i.e. listening, speaking, reading, and writing.

Big Book media can be a strategy for letter and sound recognition so that children can understand and remember the shape of letters, sounds, and how to read the arrangement of letters as words so that children can finally read words (Kusumadewi & Reknosari, 2020). By using the Big Book media, when reading, children will get used to predict the next word that will appear by remembering how the series of letters can become a word so that it can improve children's ability to read (Latifah, 2020). The results of a study conducted by Arsyad and Kuku (2020), found that the use of Big Book media provides a shared reading experience that is known in large forms for children's early reading stages because it is based on the belief that children who have experience before entering Kindergarten and based on beliefs That the children's self-confidence and enthusiasm for reading must be raised when children learn to read.

Through reading activities using the Big Book media, children can be directly and actively involved in reading activities together. With direct children's interaction, children's interest in activity will grow (Rohman, 2017), and will also accommodate different learning styles for children, especially those with visual learning styles (Risnaini et al., 2020). This is in line with a study conducted by Hilda Hadian et al. (2018), which found that a child will learn from a place where they are involved in it. The child will be involved in an activity where they feel the activity is meaningful and useful for them when they think that they will have a pleasant experience. By reading through the Big Book media, children are always involved in-class activities and make every activity enjoyable.

Research using Big book media has been widely used in learning in schools, especially in elementary schools, such as the results of a study conducted by Wandini et al., (2020), which found the development of big book media on the ability to predict story reading of elementary school students. Similar research also found that there is development of big book media in learning to read early in 1<sup>st</sup> grade of elementary school (Syelviana & Hariani, 2019). It is strengthened by a study conducted by Dayu (2018), which delineated the use of big book writing media on the Indonesian writing skills of grade 5 elementary school students.

This condition is different from reading activities using magazine media. Reading activities using children's magazine media tend to be more passive. Children's participation in reading activities is still minimal. Reading activities are more dominated by teachers and children listen more when the teacher teaches, while children to read. In addition, the magazine medium does not display appealing and colorful images that children enjoy, resulting in a decrease in children's interest in reading material. This makes reading activities using magazine medium less appealing to children and makes children bored when they are taught to read, resulting in low reading skills in children (Zulvia et al., 2021).

Therefore, it is clear that the use of Big Book media is more appealing to children so that it is effectively used to develop reading skills in children. It can be seen from the results of children's high reading skills using Big Book media. It can be concluded that the results of children's reading skills using Big Book media are higher than the results of children's reading skills using magazine media. Therefore the Big Book Media is effectively used to develop children's reading skills in Mutiara Al-Madani Kindergarten, Sungai Penuh City, Jambi.

## **5. Conclusion**

The findings of this study indicate that the use of big book media effective for early childhood reading skills. Reading through the Big Book media really attracts children's attention and interest in reading activities. The children's self-confidence and enthusiasm for reading must be raised when the child is learning to read and the Big Book media is one of the very suitable media for Kindergarten teachers, especially for group B with an age range of 5-6 years to develop reading skills in children. Therefore, teachers should use a variety of media in introducing reading to children. The use of Big Book media can be an alternative learning media that can attract children's interests and can actively involve children to gain rich literacy experiences in improving reading skills..

## **Declarations**

### **Author contribution statement**

Winda Oktaviana conceived the presented idea. Winda Trimelia Utami developed the theory of reading skills in early childhood education. Jhoni Warmansyah performed the computations, and verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

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### **Data availability statement**

The data supporting the findings of this study are available within the article [and/or] its supplementary materials.




### **Declaration of interests statement**

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

### **Additional information**

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