# The Use of Big Book as a Literation Based Teaching Material to Improve Reading Skills in Inclusive Primary School

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**Abstract:** Literacy is one of the life skills that cannot be separated from an individual. Starting from the low literacy ability of elementary school students in Indonesia, especially the ability to read, researchers try to find alternatives that can help students in making literacy activities into fun activities. One of the causes of low literacy in Indonesia is the difficulty in obtaining fun teaching materials so that students have assumed that literacy is only limited to school assignments. One of the efforts that the writer did was to use literacy-based teaching materials. The purpose of this study is to find out how the application of literacy-based teaching materials especially big books and whether literacy-based teaching materials can improve students' reading skills. In addition, teachers are expected to be able to make improvements in planning and implementation of learning activities and researchers are expected to be able to collaborate with practitioners in the field, thereby increasing insight and input for teaching in LPTK. This study uses a quantitative approach. The results showed that big books can improve students' reading skills in elementary school.

**Keywords** : Big Book, Reading, Inclusion

## 1. Introduction

Regulation of the Minister of Education and Culture (Permendikbud) No. 23 of 2015 concerning the Development of Human Rights Strengthens the efforts to establish such literacy culture. One of the things regulated in the Ministry of Education and Culture is the 15-minute activity of reading non-learning books before the learning time begins. The habit of reading this book is considered to be able to foster interest in reading and improve reading skills so that knowledge can be better mastered (Mart, 2012). Besides in the form of Permendikbud, government efforts to foster a community of people who love reading are implemented in the form of the School Literacy Movement (GLS), Community Literacy Movement (GLM) and the National Literacy Movement (GLB). GLS and GLB are conducted in schools for students and other school residents, starting at elementary to secondary schools. While GLM is intended for non-school age communities. (Ministry of Education and Culture, 2016).

Reading as a part of literacy is believed to be one of the main needs for every human being as a world community who must always adjust to the times (Wharton-McDonald, Rankin, & Mistretta, 1997). Literacy is needed in all aspects of life, this is believed because literacy can provide opportunities for economic and social development

towards the welfare of life for both individuals and communities and help all communities to obtain a better life (Hurd, 1998). As emphasized by language and education experts that literate populations are important in contributing to the progress of a country. The results of the PIRLS survey (Progress in International Reading Literacy) in 2011 stated that Indonesia ranks reading literacy in 42 of the 45 participating countries (Mullis et al., 2012). This is a dilemma for education in Indonesia because children in Indonesia are indicated to still be at a low literacy stage. Another study, the 2012 EGRA (Early Grade Reading Assessment) in 7 USAID partner provinces in Indonesia, shows that 50% of grade 3 elementary school students can read, but half can only read without understanding what they are reading (USAID, 2014). Thus, the problem of reading literacy is a critical problem that must be sought a solution.

Something similar happened not only among elementary school students but also to a high degree. This is caused by the rules (approaches, methods, and techniques) and instructional media that are less appropriate or less varied (Hartati, 2009). The government always promotes programs that support literacy activities, but in essence, needs strong control to ensure that literacy activities run in accordance with government expectations.

The average score of Indonesian students in literacy which is still relatively low reflects that most students in Indonesia have not been able to analyze and apply concepts to solve a problem. The students are very good at memorizing but are still less skilled in using their knowledge. Whereas the ability of literacy in the era of information technology is very important so students understand the text analytically, critically, and reflective. Thus, the problem of reading literacy is a critical problem that must be sought a solution.

The low ability of students' scientific literacy in Indonesia is also influenced by the selection of teaching materials in schools. Teaching materials play an important role in the learning process, namely as a medium for delivering information. Thus, good teaching materials are needed so that learning objectives can be achieved optimally. Good teaching materials are teaching materials that contain a balanced component of scientific literacy.

## 2. Methodology

The research method used in this study was quasi-experimental using a pretest-posttest nonequivalent control group design. In the process of teaching and learning with this quasi-experimental method, students consist of two classes, namely the experimental class, and the control class, which are carried out using a purposive sample technique, which is taking samples based on the class that has been formed

**Table 1.** Pretest-Postest Nonequivalent Control Group Design

| Group | Pretest | treatment | posttest |
|-------|---------|-----------|----------|
| A | O1 | X | O2 |
| B | O3 | - | O4 |

Information:
A  = experimental group
B  = control group
O1 = Pretest the experimental group
O2 = Pretest the control group
O3 = Posttest of the experimental group
O4 = Posttest control group

This research was conducted in three stages. First, carry out the pretest in the experimental class and control class to find out the initial acquisition of students in reading. Second, implement learning using literacy-based teaching materials in the experimental class and other methods in the control class. Third, the implementation of the posttest in the experimental class and the control class to obtain the final acquisition of students in reading.

## 3. Result And Discussion

### 3.1. *Pretest and Posttest Score Analysis of Reading Comprehension Skills*

Analysis of the pretest and posttest scores of reading comprehension skills students' description is used to prove that the pretest and posttest scores of reading comprehension skills in the experimental class and the control class experience significant differences or not. Before the data are analyzed, the normality and homogeneity tests are first performed. The results of normality tests of pretest and posttest scores for the experimental group can be seen in table 2

**Table 2.** Normality tests of pretest and posttest scores

| Result | Class | Kolmogorov-Smirnov | | | Conclusion |
|--------|-------|------|------|------|------------|
| | | Stat | Df | Sig | |
| *Pretest* | Experiment | 0,159 | 16 | 0,200 | Normal |
| | Control | 0,163 | 16 | 0,200 | Normal |

Based on the table above it can be seen that the significance of pretest data is 0, 200. The significance value is greater than the significance level of 5% or 0.05. If the hypothesis proposed is:

$H_0$: Pretest scores are normally distributed
$H_1$: Pretest scores are not normally distributed

Then the null hypothesis which states that the score of pretest and posttest is normally distributed is accepted because the significance value is pretest and posttest significance value

**Table 3.** Independent Sample Test

| | T test for Equality of Mean | | | |
|----------------------------|-------|-----|--------------|-------------|
| Equal variances assumed | T | Df | Sig (2-tailed) | Conclusion |
| | 1,292 | 30 | 0,206 | Ho Accepted |

Based on the table above it can be seen that for the aspect of reading skills the results of the calculation of the value of t obtained are <a so that Ho is accepted. It can be concluded that there is no significant difference between the average pretest scores of reading skills in the experimental class and in the control class.

Improved reading skills were analyzed using normalized gain. The following table will be presented on the average scores and classification of N-Gain reading skills.

**Table 4.** Analysis of N Gain Scores

| Group | Average | Classification | Std Devition |
|---|---|---|---|
| Experiment | 0,400 | Low | 0,370 |
| Control | 0,250 | Low | 0,279 |

Based on the table above, it can be seen that for the aspect of reading comprehension skills, the results of N-Gain calculation results indicate that the experimental class obtained higher N-Gain compared to students in the control class.

### 3.2. Comparison of Pretest and Posttest Data on Reading Skills in Experimental and Control Classes

Overall, the students' posttest scores have increased, both aspects and overall assessment, as well as details of the scores on the pretest and posttest in the experimental class.

**Table 5.** Acquiring Pretest and Posttest Value in the Experiments Group

| No | Name | Pretest | Posttest | Gain |
|---|---|---|---|---|
| 1 | E1 | 55 | 70 | 15 |
| 2 | E2 | 40 | 50 | 10 |
| 3 | E3 | 55 | 80 | 25 |
| 4 | E4 | 65 | 80 | 15 |
| 5 | E5 | 100 | 100 | 0 |
| 6 | E6 | 100 | 100 | 0 |
| 7 | E7 | 75 | 60 | -15 |
| 8 | E8 | 60 | 60 | 0 |
| 9 | E9 | 30 | 55 | 25 |
| 10 | E10 | 40 | 70 | 30 |
| 11 | E11 | 75 | 85 | 10 |
| 12 | E12 | 70 | 80 | 10 |
| 13 | E13 | 85 | 90 | 5 |
| 14 | E14 | 85 | 90 | 5 |
| 15 | E15 | 90 | 90 | 0 |
| 16 | E16 | 20 | 60 | 40 |
| | | 65.3 | 76.3 | 11 |

The table above explains the acquisition of student pretest and posttest scores in the experimental class. The most extreme increase was shown by students with sequence number E16 with an increase of 40 points followed by students with sequence number

E10 with a score of 30 and the extreme decrease was shown by students with sequence number E7 which decreased by 15 points. In this class there are 3 students who get a fixed score on the pretest and posttest namely E5, E6 and E15.

**Table 7**. Acquiring Pretest and Posttest Value in the Control Group

| No | Name | Pretest | Posttest | Gain |
|----|------|---------|----------|------|
| 1 | K1 | 95 | 100 | 5 |
| 2 | K2 | 85 | 90 | 5 |
| 3 | K3 | 70 | 60 | -10 |
| 4 | K4 | 95 | 90 | -5 |
| 5 | K5 | 75 | 85 | 10 |
| 6 | K6 | 80 | 85 | 5 |
| 7 | K7 | 65 | 80 | 15 |
| 8 | K8 | 80 | 90 | 10 |
| 9 | K9 | 65 | 55 | -10 |
| 10 | K10 | 85 | 80 | -5 |
| 11 | K11 | 70 | 80 | 10 |
| 12 | K12 | 100 | 90 | -10 |
| 13 | K13 | 55 | 30 | -25 |
| 14 | K14 | 80 | 65 | -15 |
| 15 | K15 | 20 | 65 | 45 |
| 16 | K16 | 70 | 75 | 5 |
|  |  | 74.4 | 76.3 | 1.9 |

The table above explains the acquisition of students' pretest and posttest scores in the control class. The most extreme improvement was shown by students with K15 serial number with an increase of 45 points. The most extreme decrease was shown by students with sequence number K13 which decreased by 25. In this class there were no students who did not experience any change.

Table 8
Comparison of Pretest and Posttest Data in Control and Experiment Classes

| Scores | Experiment Class | | | Control Class | | |
|--------|-------|-------|------|-------|-------|------|
|  | x Min | x Max | X | x Min | x Max | X |
| *Pretest* | 20 | 100 | 65,3 | 20 | 100 | 74,4 |
| *Posttest* | 50 | 100 | 76,3 | 30 | 100 | 76,3 |

Based on the results of the table above it can be seen that the lowest value obtained by students in the pretest in the experimental class and the control class is 20. The lowest posttest value obtained by students in the experimental class is 50 in the control class and 30 in the experimental class. The acquisition of the maximum value in the experimental class and control class is 100. The average pretest score of students in the experimental class is 65.3 and the control class is 74.4 the difference is the difference in the increase in the control class by 1,9 while in the experimental class by 11 point.

## 4. Conclusion

Based on research data obtained in the field regarding various aspects related to the big book media, it can be concluded that learning by using a big book is a fun activity, it can attract students' interest to read so that students are more motivated in learning and gain meaning in learning and are able to improve results study. In its implementation, the teacher must pay attention to the selection of a good big book and use it in accordance with how to use the big book. In addition, big books can be used in other material and themes that have been adapted to the needs of students in the class.

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