

Developing Big Book as Reading Materials Based on Thematic Approach for Fourth Grade Students at SD Negeri 028068 Binjai East Binjai Regency Langkat

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Abstract— This research aimed to develop thematic based big book as a media for teaching English at fourth grade students at SD Negeri 028068 Binjai, and find out the quality of thematic based big book developed. The subject of this research was thirty-eight students of fourth grade students of elementary school at SD Negeri 028068. The data of this research were obtained by using observation sheet, interview guide, item of questionnaire, rubric, and documentation. This research was R & D (research and development) by adopting the research steps of Borg & Gall which consisted of 10 steps in implementing research and development strategies, namely: (1) Potential and Problems, (2) Data Collection, (3) Product Design, (4) Design Validation, (5) Research Revision, (6) Product Testing, (7) Product Revision, (8) Usage Test, (9) Product Revision, and (10) Mass Production. Because of the limitation of time and funds the steps were simplified into four steps, namely: data collection stage, the planning stage, the development stage, and validation and trial stage. The data analysis technique used in this study was qualitative and quantitative descriptive analysis. The feasibility level of this media based on assessment of material expert obtained a percentage of 96,60 percent included in the category of very good, media expert obtained a percentage of 85,60 percent included of very good, design expert obtained a percentage of 95,75 percent include of very good, students response earned 85, 65 percent. The result of the assessment indicate that big book as a reading materials was very feasible to use for Teaching English at fourth grade students.

Keywords—Teaching English, consisted of character education.

I. INTRODUCTION

In some regions, elementary schools have included English as among the alternatives local content of their school curriculum, school-based curriculum. The English teachers in elementary school, therefore, are not only to teach English to young learners (as one of the lessons) but also to become material designers. In accordance with this fact, the English teachers in elementary school need theoretical bases on teaching-learning English to young learners. Having theories

on teaching learning English to young learners, they will be able to design materials, to teach well, and to suggest what approaches, methods, and techniques to be used.

One kind of strategy that can be used in teaching English for young learners is by using a media in the process of teaching and learning. According to [1], media is something that can be used to deliver information or transfer the material of teaching. Meanwhile, the media also can be used to conduct teaching and learning activities and support students to reach their instructional objectives of lesson. In addition, there are some examples of media that can be used by the teacher such as the students themselves, realia, picture, course book, board, OHP, flipchart, and LCD [2]

The use of media in learning process had been done by English teacher in teaching fourth grade students of SD Negeri 028068 Binjai. Based on preliminary research that had been conducted, the used of media gave contribution in learning process such as made the process of learning run effectively, and involved the students in learning process. Furthermore, the kinds of media used were still limited in forms of students themselves, realia, picture, flashcard, course book, board, and LCD. Hence, a new kind of media was needed to be implemented in order to make the process of learning become more innovative.

Considering the phenomenon above, new kind of media that can be used is a big book. According to the School Literacy Movement Guide in Primary Schools, Director General of Primary and Secondary Education in the Ministry of Education and stated Big book is media literacy for reading aloud activity. There are some guidelines to do this activity. the Big book is a media that has special characteristics, both text, and images, and has special characteristics in terms of shape image, color. So that in the learning process, there is shared reading activity between teachers and students. It is considered as one of the most effective way of making the young learners involved in learning process as well as developing their literacy, facilitating them in learning new vocabulary, and enhancing their comprehensions of texts .

According to [3], Big book has special characteristics, such as full of colorful, interesting images.

Di samping itu untuk mengikuti kurikulum yang sedang berjalan di Indonesia yaitu kurikulum 2013, maka media Big Book design mengikuti pembelajaran yang digunakan yaitu dengan pendekatan tematik. Thematic learning or integrated learning is a concept of learning that involves several subjects to provide meaningful experiences to children. In this model, the teacher must be able to build a part of integration through one theme. Thematic learning is very demanding teacher creativity in choosing and developing. Media learning is adapted to the theme of learning.

The existence of big book based thematic approach especially in Binjai, Medan still not developing yet due to the price of big book which is too expensive. Meanwhile, a development of big book based thematic approach should be developed in order to provide a new kind of media for teaching English as well as new source of book which inserting character education. Based on that condition, this research was aimed to develop character based big book that can be used for teaching English at fourth grade students at SD Negeri 028068 Binjai and find out the quality of the media developed.

II. METHODS

This research was a development research (research and development) that conducted based on research and development model by [4], in which the procedure of this research was conducted by adopting the research steps of Borg & Gall which consisted of 10 steps in implementing research and development strategies, namely: (1) research and data collection, (2) planning, (3) development of product, (4) initial field test, (5) Research Revise the result, (6) field testing, (7) improvement of product, (8) test field implementation, (9) completion of the final product, and (10) dissemination and implementation. The procedure of research conducted by researchers in this development was adapted from the development steps developed by Borg & Gall with restrictions. Borg & Gall states that it is possible to limit research on a small scale, including limiting research steps. The data analysis technique used in this study was qualitative and quantitative descriptive analysis. The subject of this research 38 students of fourth grade students of elementary school at SD Negeri 028068 Binjai, while the object of this research was big book in the form of big book based thematic approach. The data of this research was analyzed both qualitatively and quantitatively [5]. The qualitative data was gathered from observation sheet, interview guide, item of questionnaire, checklist, and notes, while the quantitative data was obtained from the rubric filled by the expert judges and the teacher's questionnaire during trying-out product.

III. RESULT AND DISCUSSION

The development of big book based thematic approach as a media for teaching English at fourth grade students at SD Negeri 028068 Binjai was done by conducting procedures adopting by Borg and Gall based on research and development model. The first procedure of developing the media was data collection stage. In this procedure. The first

procedure is collecting data. The data collection phase was conducted to determine learning needs in the field. The data is done by means of field and literature studies. Field study were conducted to determine the source of learning needs in elementary school. Literature studies on the theories relating to teaching materials in the form of Big book for learning in elementary school and a literature study on the "Where do You Live?".

The second procedure of this research was planning stage. The planning stage begins with determining the topic of the story. The determine the Big book design. After big book design is set, the learning materials mapping the Big book would be carried out. Materials begins with an analysis of core competencies and basic competencies then continues with determination of themes. This planning stages at the same time, it is planned to evaluate learning resources by making a grading grid.

The next procedure of developing product. After finding out the themes of big book, the design of big book based thematic approach was developed. In this procedure, Prepare 8-10 pages of A3 paper, color markers, glue, and HVS paper. Then determine the topic of the story and proceed with moving the topic of the story into a whole story according to the grade level. Prepare illustration images for each page according to the contents of the story. Illustrated images can be taken from the source. The last step is to determine the title that matches the Big Book

After designing product, validating and trial product. Big book that have been produced, the evaluated. The form of evaluated of the big book product as teaching materials is valid. Validation is done in two stages. Phase I is validation by material experts and media experts. Through this stage, product feasibility data and expert advice are obtained. The results of the revision phase I are used for the second validation by the teacher, suggestion from the teacher are used for revision II. The results of the two revision were used for students use trial. The results of this are in the form of the student responses to English teaching materials shaped Big book [6].

The fourth procedure of this research was trying-out product. Trying-out product was done SD Negeri 028068 Binjai for fourth grade students. It was conducted as an implementation of the use of big book in the classroom. In trying-out product, there were two kinds of data instruments used namely learning plans sheet, and item of questionnaire for students, teacher and the experts (validators). Based on the result of the questionnaire, material expert obtained a percentage of 96,60 percent included in the category of very good, media expert obtained a percentage of 85,60 percent included of very good, design expert obtained a percentage of 95,75 percent include of very good, students response earned 85,65 percent. It could be used to make the process of learning especially in reading activity run smoothly. Furthermore, the use of big book based thematic approach also could help the teacher to attract students' attention and introduce new vocabulary related to the theme given [7].

IV. CONCLUSION

From the data analysis, it can be concluded that there were five kinds of character based big book that was developed as a media for teaching English at fourth grade students at D Negeri 028068 Binjai. Those big books were the big book which based on the theme in the syllabus used, based on criteria of good big book, and consisted of character education. Medan is my beautiful city. Those big books had big size as well as big texts and illustration. The size was about 11 to 17 inches tall (A3) in which each big book was consisted of fourteen up to fifteen pages. Moreover, the big books developed had simple and interesting storyline. It also consisted of character education that could be learnt by the students during reading the story of the big book.

Therefore, based on the result of expert judgment and teacher's questionnaire during trying-out product, it was found that the quality of the big book was categorized as excellent. Thus, it means that character based big book is proper to be used as a media for teaching English at sixth grade students at SD Negeri 028068 Binjai.

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