

# Can Big Book Media Increase Elementary Student's English Writing Skills?

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# Introduction

## Background of The Study

- Writing is a language skill that serves to communicate ideas, ideas, feelings, and thoughts to other people or other parties, according to Rahmi et al (A. Rahmi and D. Damri,2021).
- Writing is a very important and fundamental skill because without the ability to write, we are not able to convey ideas and ideas of information in a clear and effective way (F. R. Kiswari, I. C. Sayekti, and S. Khanifah,2022).
- Big book media, which is a large storybook with simple storylines and vibrant illustrations, has an impact on pupils' enthusiasm in reading. Low-grade students will find big book media engaging because they will love reading storybooks with lots of illustrations, vibrant colors, and large text. With the help of Big Book media, kids' comprehension of the illustrations is improved, and their interest in reading is piqued. This may support the claim that use large book media to teach draws kids' attention in the classroom and encourages their love of reading (A. G. Prawiyogi, T. L. Sadiyah, A. Purwanugraha, and P. N. Elisa,2021).

## Theoretical Gap

- Kurnia research shows that Big Book media is able to advance the ability of grade V elementary students in writing summaries and meet the standards of validity and practicality. Very practical category were used to test the practicality of the media (A. K. Ningrum and S. Hariani,2020)
- Mei research shows the development of big book media to improve early childhood reading skills shows that the learning media used are still less varied, such as the use of letter cards that make children unfocused and bored quickly, so that learning becomes less effective. This shows that big book media is suitable for use in early childhood learning. The development of big book media is expected to be a reference for the use of more innovative and creative media in improving early childhood reading skills (K. M. Antariani, I. Ketut Gading, and P. A. Antara,2021)
- Rizka research shows that the research was conducted to improve the fairy tale writing skills of second grade students of MIN 4 Sragen through the use of Big Book media. The results of the study show that the use of Big Book can improve the students' fairy tale writing skills. In cycle second grade, there was a significant increase. Thus, the hypothesis about improving fairy tale writing skills through the use of Big Book media can be proven correct. In conclusion, the application of Big Book learning media is effective in improving the fairy tale writing skills of grade second grade students of MIN 4 Sragen (F. R. Kiswari, I. C. Sayekti, and S. Khanifah,2022)

# Theoretical Gap

- Zunidar's research shows that the impact of using Big Book media in improving students' writing skills. This study involved two classes at MIN Medan namely class five A, the experimental class received teaching using Big Book media. This researcher uses a type of quantitative research method Non Equivalent Control Group Design because in this design there is an experimental group that is given treatment and a control group group that is not given treatment (Zunidar,2022)
- Susilawati research shows that The pretest results show that the student's performance implies fewer than flawless interpretations. Pupils still have difficulty appropriately writing narasi paragrafik. Students were very helpful and eager while presenting their learning based on the materials that their teachers had advised during the teaching process after they had been trained in using the Big Book method of quantum writing a few times. As a result, every metric related to the paragraph-writing process keeps becoming better (S. Susilawati,2023)

# Introduction

- **Novelty**
- This research using Big Book media for elementary school students shows an improvement in reading and writing skills. The results show that the use of Big Book can increase students' interest in reading, writing ability, and participation in learning. The study also highlighted that the writing method with Big Book can improve students' narrative writing skills. Thus, the use of Big Book media is effective in improving the writing skills of elementary school students especially in this study which focuses on the third grade of elementary school.

# Research Question

- Is there any increase in English writing skills using Big Book for elementary school students?

# Methods

- **Design**

This research uses experimental quantitative research. Quantitative experimental research is aimed at understanding the causes and effects of certain variables, from the research being conducted. This study looks at how an action or treatment affects variables. The data collection techniques used are observation, tests, and library/documentation studies. Quantitative research is characterized by calculation/numbers/quantity[25]. (Risdiana Chandra Dhewy,2022)

- **Setting**

This research was conducted at Sumorame Elementary School, Candi, Sidoarjo.

- **Participant**

In this participant using 3rd grade elementary school students which amounted to approximately 30 children.



# Methods

- **Data collection**

Data collection techniques using test observations (pre test and post test)

- **Data analysis**

The learning process can be seen from the treatment results of learning process in the classroom.



# Methods

- Normality Test

The Kolmogorov Smirnov test is one of the most flexible tests and is commonly used to investigate differences in the distribution of two groups.

- Homogeneity Test

The homogeneity test is one method used to determine the statistical data group. To assess the similarity of population variance, homogeneity test can be used as a prerequisite before conducting independent sample t-test research

- Hypothesis Test

Hypothesis testing is a type of statistical research that tests your assumptions about population parameters. this test is used to estimate the relationship between two statistical variables. The next stage in the requirements analysis process is to conduct homogeneity and normality tests. Then, you can use the paired sample t-test to assess hypothesis

# Results

- **Normality Test**
- To ensure that the data to be analyzed has a normal distribution, a normality test is conducted. The experimental class pretest-posttest data was tested for normality using the following procedure:

Table.2: Test.Normality

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
kelas		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar siswa	PreTest Eksperimen	,173	30	,022	,970	30	,536
	PostTest Eksperimen	,144	30	,114	,961	30	,323

From the normality test results in table 2, it shows that with Kolmogorov-Smirnov the data obtained for the Experiment *Pretest* is 0.022, and the Experiment *Posttest* is 0.114. That is,  $0.022$  and  $0.114 > 0.05$ , so the data above is declared normal or regular because the values of 0.022 and 0.114 exceed 0.05.

# Results

- **Homogeneity Test**

To ascertain whether the data has a comparable distribution, a homogeneity test is used. The following is an explanation of the results of the homogeneity test conducted on the pretest and posttest data of the experimental group:

**Table 3: Test of Homogeneity**

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
hasil belajar siswa Based on Mean	,674	1	58	,415

As can be seen in Table 3, the results of the homogeneity test, obtained using Levene's statistical approach, show a significance value (Sig.) of 0.415, which is greater than 0.05. Since the result of 0.415 is greater than 0.05, it can be assumed that the sample data is homogeneous or equal because 0.421 is greater than 0.05.

# Results

- **Hypothesis Test**

The next stage is to examine and assess the hypothesis after performing the necessary analytical tests, such as homogeneity and normality tests, which verify that the data is homogeneous and normally distributed. To decide whether to accept or reject the hypothesis, hypothesis testing is used. The paired sample t-test was used in this study to assess the hypothesis and ascertain whether there was a significant difference in the mean scores. Below are the findings of the hypothesis test:

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-41,700	9,330	1,703	-45,184	-38,216	-24,481	29	,000

The significant value (2-tailed) for the paired sample T-test is 0.000, which is less than 0.05, based on the paired sample T-test calculation results. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The pretest and posttest scores were compared, and the results showed that the use of Big Book media significantly improved students' writing ability. This can be seen from the comparison of scores between *pretest and posttest* results.

# Results

- The results showed that the use of illustrated Big Book media in English learning can improve students' learning and writing skills. The significant difference of  $0.000 < 0.05$  in the hypothesis test findings validates the rejection of  $H_0$  and acceptance of  $H_1$ , indicating that the use of illustrated Big Book media in English lessons at SDN Sumorame Candi, Sidoarjo, has a good effect.

# Discussion

This research is supported by Ayu Kurnia Ningrum Big Book media can improve the ability of fifth grade elementary school students in writing essays and meet the standards of validity and practicality. The validation results from the actual material resulted in a very valid category of 93.3%, while validation from the media reached 95.7%. This validation is supported by the findings from the media and materials, as well as suggestions from teachers and students. To assess the quality of media practicality, a teacher response questionnaire was used (which resulted in a score of 98.6% with a very practical category) and a student response questionnaire (which reached 96.6% with a very practical category). The findings of this study show that the use of Big Book media is effective in improving students' reading comprehension skills. The high validity of this medium, which was evaluated both in terms of media and curriculum, as well as the positive responses from teachers and students, indicate that the Big Book medium is not only effective in improving students' achievement in reading but also practical in its use in educational settings. Thus, this study provides valuable insights into the use of Big Book media as an effective and practical teaching tool to improve students' ability to read elementary school texts.

Research using Big Book media for elementary school students shows an improvement in reading and writing skills. The results show that the use of Big Book can increase students' interest in reading, writing ability, and participation in learning. The study also highlighted that the writing method with Big Book can improve students' narrative writing skills. Thus, the use of Big Book media is effective in improving the writing skills of elementary school students especially in this study which focuses on the third grade of elementary school.



# Discussion

This research is supported by Kadek Mei Antarani This research was conducted with the aim of creating big book media that suits the needs of children aged 5-6 years in improving early reading skills. The development method used is the ADDIE model, with stages of Analysis, Design, and Development. The big book media developed is 40x30 cm in size with attractive colored images and text printed in large letters. The results of the analysis show that the learning media used by teachers is still less varied in improving children's early reading skills. The use of letter card media often makes children unfocused and bored quickly, so learning becomes less effective. The validity of big book media was tested by two experts with CVR and CVI values of 1.00, indicating that this media is suitable for use in early childhood learning. The development of big book media is expected to stimulate various aspects of child development and become a reference for the use of more innovative and creative media in improving early childhood literacy.

The results showed that the use of Big Book media had a positive impact on improving students' writing skills, as well as increasing students' interest in learning and participation in the learning process. Because the research studied by the author refers to the third grade of elementary school. The study also shows that the use of Big Book media can improve students' ability to write summaries and meet the standards of validity and practicality, as well as provide strong validation results from various experts and respondents.



# Discussion

This research is supported by Fajria Rizka Kiswari. The research was conducted to improve the fairy tale writing skills of grade II students of MIN 4 Sragen through the use of Big Book media. The results showed that the use of Big Book was effective in improving students' fairy tale writing skills. In cycle I, there was an increase in students' fairy tale writing skills, but it did not meet the target. After making improvements to the learning process by using Big Book media, there was a significant increase in cycle II. The results showed that the use of visual media can help improve students' fairy tale writing skills. Thus, the hypothesis about improving fairy tale writing skills through the use of Big Book media in class II students of MIN 4 Sragen can be proven true. In conclusion, the application of learning media in the form of Big Book can effectively improve the fairy tale writing skills of grade II students of MIN 4 Sragen.

, this study confirms that the use of Big Book media has great potential in improving students' writing skills, enriching learning experiences, and creating a dynamic and interesting learning environment for elementary school students. Because the research studied by the author refers to the third grade of elementary school. Because by utilizing the advantages of interactive media such as Big Book, educators can create a motivating learning atmosphere, increase student participation, and develop writing skills that are important for their academic development.

# Conclusion

- The results showed that the use of illustrated Big Book media in English learning can improve students' learning and writing skills. The significant difference of  $0.000 < 0.05$  in the hypothesis test findings validates the rejection of  $H_0$  and acceptance of  $H_1$ , indicating that the use of illustrated Big Book media in English lessons at SDN Sumorame Candi, Sidoarjo, has an influence. The analyzed data showed homogeneity and normality, thus meeting the requirements for statistical testing. These results highlighted the improvement of English learning and writing skills in students at SDN Sumorame Candi, Sidoarjo.
- In conclusion, the research outcomes underscore the transformative potential of incorporating Big Book media into English language instruction at the elementary school level. The study's findings not only demonstrate the tangible improvements in students' learning and writing skills but also emphasize the broader implications for pedagogical practices. By leveraging the interactive features, vibrant illustrations, and engaging narratives of Big Book media, educators can create dynamic and immersive learning environments that cater to diverse learning styles and enhance students' language proficiency.

# Referensi

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