Can Big Book Media Increase Elementary Students' English Vocabulary Skill?

Muhammad Hanani Rusydi Sulthoni1[1)], Niko Fediyanto[*,2)]

[1)] Department of English Education, Universitas Muhammadiyah Sidoarjo, Indonesia
[2)] Department of English Education, Universitas Muhammadiyah Sidoarjo, Indonesia

corresponding author
nikofediyanto@umsida.ac.id

Abstract. The purpose of this study is to investigate whether Big Book media can help primary school children to improve their learning and writing skills. Singable word patterns, bright colours, attractive pictures, repetitive phrases and consistent narration are the features of Big Book media. At SDN X Candi, this media is used to help students improve their English learning and writing skills. A quantitative technique using the Pretest-Posttest Pre-Experimental method was used in this study. Thirteen boys and seventeen girls, who constituted the population of 3ʳᵈ grade students, participated in this study. The significance value (2-tailed) of the data analysis using the T-test was 0.000, which is less than 0.05. Therefore, it can be concluded that the use of Big Book media is proven to improve learning and writing skills in elementary school students of English subject at SDN X Candi, rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1). So it can be concluded that the research implications can improve student learning outcomes in elementary schools by using big book teaching media.

Keywords - Big Book, Learning Ability, English, Primary School

Abstrak. Tujuan dari penelitian ini adalah untuk menyelidiki apakah media Big Book dapat membantu anak-anak sekolah dasar untuk meningkatkan kemampuan belajar serta menulis dengan lebih baik. Pola kata yang dapat dinyanyikan, warna-warna cerah, gambar yang menarik, frasa yang berulang, dan narasi yang konsisten adalah fitur-fitur dari media Big Book. Di SDN X Candi, media ini digunakan untuk membantu siswa dalam meningkatkan kemampuan belajar serta menulis bahasa Inggris. Teknik kuantitatif dengan menggunakan metode Pretest-Posttest Pre-Eksperimental digunakan dalam penelitian ini. Tiga belas anak laki-laki dan tujuh belas anak perempuan, yang merupakan populasi siswa kelas III, berpartisipasi dalam penelitian ini. Nilai signifikansi (2-tailed) dari analisis data menggunakan T-test adalah 0,000, yang kurang dari 0,05. Oleh karena itu, dapat disimpulkan bahwa penggunaan media Big Book terbukti dapat meningkatkan kemampuan belajar serta menulis pada siswa sekolah dasar mata pelajaran Bahasa Inggris di SDN X Candi, menolak hipotesis nol (H0) dan menerima hipotesis alternatif (H1). Maka dapat disimpulkan bahwa implikasi penelitian dapat meingkatkan hasil belajar siswa di sekolah dasar dengan mengunakan media ajar big book

Kata Kunci – Media Big Book, Kemampuan Belajar, Bahasa Inggris , Sekolah dasar

I. INTRODUCTION

English is the second language spoken in Indonesia and is widely recognized as the dominant international language [1]. The teaching of English starts from elementary school and continues until high school education at university. Thus, children can more easily express their ideas and opinions through language, which will improve their social and communication skills in the social environment [2]. There are several factors that support that learning a foreign language, especially English, is easier for young learners. First, compared to older learners, younger learners tend to be more receptive to lessons, so they can receive learning materials with enthusiasm, curiosity and spontaneity. In addition, young children have strong cognitive abilities and strong memories [3]. When they reach the peak learning age, which is around 12 years old, they can learn the educational material just delivered to the learners are able to remember easily [4].

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[5].

Potential that can be developed and must always be considered can turn into a plus and can be a source of pride. Because there are several main skills in learning English that young learners should learn, one of which is writing skills [6]. 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 [7]. If a person can communicate thoughts and information in writing clearly and effectively, then they are considered to have writing skills [8]. Their ability to construct well-constructed phrases, demonstrate these skills, and use appropriate grammar and vocabulary are examples of this competency [9]. 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 [10].

The primary responsibility of an educator is to facilitate student understanding during the learning process [11]. This is reinforced by the instructional strategies that teachers use to ensure that students can understand the material presented and communicated effectively [12]. Learning media serves as a tool to support learning activities while assisting students in achieving learning objectives. Teachers can increase the effectiveness of learning activities through creative and innovative learning media [13]. Therefore, the use of learning media in the classroom can be utilized to maximize the learning process [14].

The findings from the observation conducted in class grade III of SDN X Candi show that there are still deficiencies in students' English writing skills. Where students still have difficulty in spelling words correctly in English. Therefore, learning media is very important because it can facilitate students' understanding of the subject matter and is a key component of the educational process. However, teachers rarely use media to help children learn to write. This affects how their thoughts, feelings, attention and interest grow. Thus, an interesting learning method is needed, such as the use of Big Book media. Bright colors, interesting pictures, repeated sentences, stable flow, and singable writing patterns are the characteristics of Big Book media. Therefore, Big Book media is applied as learning media to improve students' English language skills [15]. Teachers and students can benefit from Big Book media when engaging in educational activities. Because it is something new, Big Book media can attract students' attention and make them curious about the contents of the book, thus making them eager to learn. This illustrates that learning is successful [16].

In addition, Big Book Media also has the added benefit of focusing on more than just writing, instructors can adapt it to include other writing-related resources. For this reason, this big book medium is ideal for students, especially those in elementary school [17]. In addition, big book media has a good impact on children. Brigitta Septa Rini Rahma Sari stated that the use of big book media in the classroom has two purposes. First, big books function as learning aids. Big books can help children understand the material they are reading and expand their vocabulary because they contain short sentences and illustrations, which will make it easier for them to take their education studies to university. It is also a tactic to increase student participation and create a more memorable learning environment [18].

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 [19]. 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[20]. 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[21]. 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[22]. 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[23]. 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 grade III of elementary school.

According to different surveys, the creation of the big book received approval (92%) from media experts, (92%) from material experts, and (92%) from learning experts, indicating validation. In addition, using the Big Book TPACK approach can help students become better storytellers. After engaging in learning activities with Big Book, elementary school students' writing ability can improve from 42% to 92% [24].

The research that the authors studied used big book teaching media in grade III elementary school where in this study, researchers found an increase in students' writing skills in the post test. these results are supported by differences in research objects that have been carried out in previous studies and by using the same teaching media, namely big book teaching media.

Is there any increase in English writing skills using Big Book for elementary school students? taking into account the points made earlier, the author aims to investigate the use of Big Book media in English classes at SDN X Candi and its effect on improving students' English learning and writing skills. It has been observed that the teacher of SDN X have never integrated the Big Book media into their lesson plans, the teacher only use student worksheets for learning. This research is important as it has the potential to benefit students and offer insight into efficient teaching strategies that utilize Big Book media. Data was collected through direct test in the classroom using pre-test and post-test treatment of students' understanding after teaching. The outcome of this study is to help teachers in primary schools to create more creative and interesting lesson ideas. This research aims to find out whether the use of Big Book media can improve the learning and writing skills in English for primary school students.

II. METHOD

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].

The Pre-Experimental Design method and One-Group Pretest Posttest Design research form were used in the quantitative research of this study. One of the quantitative methods for evaluating theories about cause-and-effect relationships between two or more variables under study is experimental research. This research examines the effect of a treatment or activity on a variable [26].

Teachers use pretests and posttests as tools to measure how influential Big Book media can improve writing skills. Determining students' initial competency level is the main purpose of the pretest. On the other hand, the purpose of the posttest is to measure how well students master the material and how competent they are overall.

To determine the initial condition, a Pre-Test (O1) was conducted in this study with one experimental group. After that, therapy (X) was conducted, and the final result was confirmed by conducting a post-test (O2). This was allow the researcher to make a comparison between the situation before and after the treatment.

Thirteen boys and seventeen girls in the grade III of SDN X Candi, a total of thirty children who have learned English as a second language, were the participants in this study. The Big Book, which has pictures of body parts written in English, was the subject of this study because it provides a resource to improve students' English learning and writing skills.

Data collection techniques were conducted using observation, tests (pretest and posttest), and literature study/documentation. Observation was conducted to observe the learning methods provided by English teachers at SDN X Candi. Tests were conducted to collect data regarding elementary school students on the difference in motivation to write English between when using the previous learning method and using the English Big Book learning method, The test was conducted to collect assessment data regarding the difference in elementary school students' improvement towards Big Book media as a support for students' writing learning in using English.

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Tabel 1: Research design

Description:
O_1 : Pretest Score (Before treatment)
X : Treatment using Big Book Media
O_2 : Posttest Score (After Treatment)

The test results were further examined to ascertain whether the research was useful, as indicated by (O2). The use of Big Book media is said to improve English students writing skills in SDN X Candi, if there is a difference between the Pretest and Post-test results,

Data from this study is needed to validate the conclusions. Observations made during the educational sessions using the illustrated Big Book media provided the necessary information. There are two processes in processing quantitative data. Normality and homogeneity tests, two statistical requirements for hypothesis generation, are the first step. Utilizing the *t-test*, specifically the *Paired sample t-test*, is the next step after the necessary tests are completed.

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. The Kolmogorov-Smirnov test was used to conduct a normality test using SPSS software version 15.0. The purpose of this test is to ascertain whether the pretest and posttest scores of the Big Book media follow a normal distribution.

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. By using the Lavene test statistical method implemented using SPSS Version 15.0 software on the *pretest-posttest* score data of the Big Book picture media in the experimental group, the homogeneity of the *pretest-posttest* data can be determined.

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. To ascertain whether there is a significant difference in the mean values of the research results, the SPSS Version 15.0 program were used. Description:

(H0) : The zero hypothesis, which means the hypothesis is rejected.
There is no relationship or relationship between two or more variables, so here before the treatment using learning media.
(H1) : Alternative hypothesis which means the hypothesis is accepted.
There is statistical significance or relationship, the relationship between the two measured phenomena, so here are the results or efforts that have been given treatment by using learning media.

III. RESULTS

This study examined the effectiveness of Big Book media in improving English writing skills among 30 grade III students (13 boys and 17 girls) at SDN X Candi. In addition, researchers also conducted data analysis to assess the impact of the intervention, which will be explained below:

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:

In the extensive and detailed research study conducted at SDN X Candi to explore and assess the effectiveness of incorporating Big Book media as a pedagogical tool to enhance English writing skills among a specific group of grade III students, a thorough and meticulous normality test was rigorously performed utilizing the Kolmogorov-Smirnov test, a statistical technique widely recognized for its versatility in examining and comparing the distribution characteristics of two distinct groups, with the primary objective of ascertaining the adherence of the pretest and posttest scores associated with the utilization of Big Book media to a normal distribution pattern, thereby establishing the crucial and foundational aspect of normality as an essential prerequisite

Before proceeding to subsequent stages of data analysis, statistical evaluation, and hypothesis testing within the scholarly investigation and academic inquiry, which aimed to provide valuable insights into the potential impact and efficacy of integrating innovative educational resources like Big Book media in enhancing the learning outcomes and writing proficiency of elementary school students in the context of English language education.

Table.2: Test.Normality

	Class	Kolmorgov-Smirnov			Shapiro-Wilk		
Student Learning Results	PreTest Experimental	Statistic	df	Sig	Statistic	df	Sig
		,173	30	,022	,970	30	,536
	PostTest Experimental	,144	30	,144	,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.

In the study conducted at SDN X Candi, a normality test was performed to assess whether the scores obtained from using Big Book media followed a typical distribution pattern. This step was crucial to ensure the validity and reliability of the data analysis process. By confirming that the test scores exhibited a normal distribution, the researchers could proceed with confidence in analyzing the impact of Big Book media on students' English writing skills. The results of the normality test provided assurance that the data met the necessary criteria for statistical analysis, reinforcing the credibility of the study's findings.

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

		Levene Statistic	df 1	df 2	Sig.
Student Learning Results	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.

In order to evaluate the consistency of data distribution in research at SDN X Candi, a normality test was conducted. This test aims to determine whether the pretest and posttest scores of the experimental groups show the same variance. The results of the homogeneity test analyzed using Levene's statistical approach showed a significance value (Sig.) of 0.415, which exceeded the 0.05 threshold. This finding indicates that the sample data showed homogeneity, which implies that the variations in pretest and posttest scores were comparable. Confirmation of homogeneity in the data further strengthens the robustness of the research results and provides a solid basis for hypothesis testing and subsequent interpretation of the 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:

Table 4: Paired Sample Test

		Paired Differences						t	df	Sig.(2-tailed)
					95% Confidence Interval of the Deifference					
		Mean	Std.Deviation	Std.Error Mean	Lower	Upper		t	df	Sig.(2-tailed)
Pair 1	PreTest-PostTest	-41,700	9,303	1,703	-45,184	-38,216		-24,481	29	,00

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.

After conducting the necessary analytical tests, including normality and homogeneity tests to ensure the data met statistical requirements, the hypothesis test was performed to evaluate the impact of using Big Book media on students' writing skills at SDN X Candi. The paired sample t-test was utilized to determine if there was a significant difference in the mean scores between the pretest and posttest results. The results of the hypothesis test revealed a significant value (2-tailed) of 0.000, which was less than the threshold of 0.05, indicating a rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). This outcome demonstrated that the use of Big Book media significantly improved students' writing ability, as evidenced by the comparison of scores before and after the intervention. The findings from the hypothesis test provided strong evidence supporting the effectiveness of incorporating Big Book media in English learning at SDN X Candi.

IV. Discussion

The result source that previous chapter, the purpose of this research is to determine whether or not the use of big book teaching media can improve children's learning skills. Simply put, the research at SDN X Candi showed that integrating Big Book media into English lessons had a positive impact on students' learning and writing skills. After using the Big Book medium, students' writing skill shown a significant improvement difference of 0.000 < 0.05 in the hypothesis test findings, validating the rejection of H0 and acceptance of H1. This shows that the use of Big Book media effectively enhances students' English learning experience at school.

This research is supported by Kurnia Big Book media can improve grade V students' essay writing skills and meet the standards of validity and practicality, with material validation reaching 93.3% and media 95.7%. The teacher response questionnaire recorded a score of 98.6% and students 96.6%, both in the highly practical category. The findings indicate that the Big Book is effective in improving students' reading comprehension skills and is practical to use in education, providing valuable insights into this teaching tool for improving reading skills in primary schools [27]. 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 grade III of elementary school.

This research is supported by Mei this research aims to create 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, which includes the Analysis, Design, and Development stages. The Big Book media developed is 40x30 cm in size with attractive colored images and large printed text. The results of the analysis show that the learning media used by teachers is still less varied, and the use of letter card media often makes children lose focus quickly. 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 early childhood learning. The development of this media is expected to stimulate various aspects of child development and become a reference for the use of more innovative media in improving early childhood literacy[20]. 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 grade III 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.

This research is supported by Rizka this study aims to improve the fairy tale writing skills of grade II students of MIN 4 Sragen through the use of Big Book media. The results show that the use of Big Book is effective in improving students' fairy tale writing skills. In cycle I, there was an increase, but it had not reached the target. After improving the learning process with Big Book media, there was a significant increase in cycle II. Thus, the hypothesis regarding the improvement of fairy tale writing skills through Big Book media is proven correct. In conclusion, the application of learning media in the form of Big Book can effectively improve the writing skills of fairy tales of grade II students of MIN 4 Sragen[28]. Overall, 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 III 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.

This research is supported by Zunidar's researcher said that the research conducted at MIN Medan Tembung involved two classes: experimental class five A and control class five B. Before treatment, both classes were given a pre-test to determine the initial ability of students, with an average score of 53.5 for the experimental class and 52.5 for the control class.After that, the experimental class was taught using Big Book media, while the control class used conventional methods.The post-test showed the average score of the experimental class was 80 and the control class was 69.5.These results show that the use of Big Book media can improve students' writing ability, although there are indications that large print media can have a negative impact on students' reading ability in Indonesian[29]. The research findings indicate that using Big Book media has a positive impact on students' learning outcomes and increases their willingness to learn and participate in class. Additionally, the study shows that using Big Book media can improve students' ability to write essays and meet academic and practical standards while also producing strong validation results from a variety of respondents and mastering.

The research supported by Susilawati that students' pretest results showed a less than ideal interpretation, where students still had difficulty writing narrative paragraphs correctly.After being

given the opportunity to practice the quantum writing method using the Big Book five times, students showed high enthusiasm and desire to write essays based on the lessons taught.This resulted in continuous improvement in each indicator of the paragraph writing process.Several studies have shown that the Big Book method in quantum writing can improve students' ability to write narrative paragraphs[23]. The use of Big Book can improve the writing literacy skills of elementary school children.In addition, the use of Big Book media in the grade III English class at SDN X Candi is also proven effective in improving students' learning and writing skills that Big Book media is effective in improving students' ability to write summaries, with a high level of validity and practicality.Thus, the use of Big Book media has been proven to have a positive impact in improving the writing skills of elementary school students.

   This result can be used because it is supported by the data above, can conclude that the use of big book media for learning can improve students' writing skills and can also develop students' interest in learning with this media because the media has advantages in terms of large images, full of colors, and does not use electronic devices for teaching. So this research has the same results as what researcher found and have researched. Perhaps, this research was very different from what researcher researched because, the place researched was in elementary school. It was also be different when the media researcher use is at the next level such as junior high school, senior high school or vocational high school.

V. 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 H0 and acceptance of H1, indicating that the use of illustrated Big Book media in English lessons at SDN X 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 X 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.

   Furthermore, the research contributes to the evolving landscape of educational practices by highlighting the effectiveness of innovative teaching methodologies in promoting student engagement and academic success. By harnessing the unique attributes of Big Book media, teachers can cultivate a stimulating learning environment that nurtures creativity, critical thinking, and a passion for lifelong learning. This study serves as a testament to the versatility and impact of Big Book media as a valuable resource that empowers students to excel in their English language learning journey while fostering a love for exploration and discovery in the classroom.

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The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.