

Developing a Big Book for Teaching Reading to the Third Grade Students of Elementary Schools

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Abstract: The objectives of the research are to find out the learning needs of the third grade students of elementary schools and develop a big book and the activities for teaching reading for the third grade students of elementary schools. This research was classified into Research and Development (R&D). There were seven steps conducted in this research. The steps were conducting needs analysis, constructing instructional design, designing the media, producing the media, evaluating the media, revising the media, and developing the final draft. The subjects of the research were 23 students in the third grade of SD Negeri Adisucipto 2 Yogyakarta. The data of this study were quantitative obtained from the questionnaires and qualitative obtained from the interview. The questionnaires were distributed to the students and the expert. The quantitative data were analyzed with simple data statistics while the qualitative data were analyzed in the narrative form. The results of the research are the learning needs and the products. The learning needs consist of a fun way learning, media and materials, and an interesting teaching. The products of the research are a big book, activity sheets, and teachers' guide book for teaching reading to the third grade students of elementary schools. From the assessments and responses given by the expert judgment, it is concluded that the big book and the activities as the products of this research are feasible to be used for teaching reading. The percentage score given by the expert is 91.59%. It is classified that the products are very good and feasible to use in teaching reading for children.

Keywords: *teaching reading, developing a big book, reading activities*

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Introduction

To teach English for children effectively, there must be some qualifications required. Before teaching, teachers need materials and activities that should encourage the students. A good interaction and understanding are also needed to make a bond. Moreover, a comfortable classroom and various media are also needed to support the teaching learning processes.

The English language skill has four components. They are listening, speaking, reading and writing. The skills comprise receptive skills, i.e listening and reading, and productive skills, i.e. speaking and writing. Reading as one of the receptive skills serves for developing language skills. It will involve making sense and deriving meaning from the printed words, so it has to be taught in elementary schools because it will make children have a reading habit. When children build up the reading habit, they can be a good reader in the future. One way to make children have a reading habit is through media, such as a storybook.

Based on the preliminary observation to the third grade students of SDN Adisucipto 2, the researcher noted that there were some problems in reading. They were the existence of reading

materials, and the media and techniques used. However, the students' reading ability was still low because they had not been given various reading materials. The use of media and techniques actually facilitated them to be more focused on the lesson. The goals of the lesson would be delivered by using the media and techniques.

The research focus was to develop a big book with activities which cover the English learning materials for teaching English reading to the third grade students of elementary schools. A big book can be the alternative media to teach English reading for children. It is useful to develop their awareness towards reading itself. It is interesting for the students because it is touchable, colorful, and big. Large print and colorful illustration allow the whole class to share some experiences by modelling reading. As mentioned by Harmer (2001: 82), one of students' characteristics is that they remember better toward the real things around them than the abstract one.

Research Method

This study is classified as a Research and Development (R&D) category on the basis that the purpose of this study is to develop a product that can be used in an educational program (Borg & Gall 1983:772). The steps of the research were modified from the Research and Development cycle. They were needs analysis, constructing instructional design, designing the media, producing the media, evaluating the media, revising the media, and developing the final draft. It was conducted on November 11st, 2016 at SD Negeri Adisucipto 2 Yogyakarta. The subjects of this research were 23 students of the third grade of SD Negeri Adisucipto 2 Yogyakarta. The data were in the form of qualitative and qualitative. The qualitative data were obtained from the interview with the teacher based on the interview guide. They were about the students and classroom condition. The comments and suggestions from the experts were also described qualitatively. The qualitative data were obtained before and after producing the first draft of the medium. Meanwhile, the quantitative data were obtained from the needs analysis and expert judgment questionnaires. The researcher used the *Likert Scale* to quantify the respondents' opinion in the questionnaires. It was also used to determine the feasibility of the media in the second questionnaire.

Findings and Discussion

The aims of the research were to find out the learning needs of the third grade students of elementary schools and to develop big book with the activity to teach reading. From the data collected based the needs analysis conducted on November 11st, 2016, there were some things that students needed in learning English. The students were mostly interested in the English subject. They loved stories and wanted to know and understand the content of English reading. The media such as story books and pictorial books were the things that they liked to use in their study. They loved to have their teacher participating in the learning. Their curiosity about new words was high; that was the reason they needed their teacher to stimulate many new English words. They also loved to have a story telling class. Furthermore, they agreed to work in groups and loved to make some crafts.

After the needs analysis, the first draft was designed using the needs analysis data. There were

some steps in this stage. It was started from constructing the coursegrid, designing the medium, developing and editing the medium, revising the medium, and producing the final draft. The score of the first draft was obtained after the evaluation. The final score for the whole evaluation was 91.59% and it is considered as “very good.”

Conclusion

Based on the findings, it can be concluded that the learning needs of the third grade of elementary schools are a fun way learning, media and materials, and an interesting teaching. Secondly, the development of this big book is based on the R&D theory by Gall and Borg (2003:570) with some modification. The big book is very good to teach reading to the third grade students, because it has fulfilled students’ learning needs. It gives new experiences to the students to share their opinions in the class and build their reading habit. The product took form of the big book, activity sheets, and a teacher’s guide book.

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