

Designing Big Book as Media for Learning English Vocabulary

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Abstract— This study aims to produce English learning media for elementary school students in the form of Big Book as a medium of learning English vocabulary for fourth grade students and determine the feasibility of the media produced based on the assessment of material experts, media experts, design experts, and student responses to produce media valid, effective, responsive, interesting, and fun. This type of research is research and development (R&D). This research is carried out in four stages, namely: the stage of data collection, the planning stage, the development stage, and the validation and trial phase. The subjects of this study were 22 fourth grade elementary school students at 028068 Public Elementary School in East Binjai District in the academic year 2018/2019. Data collection instruments using performance, observation, interviews, questionnaires, and documentation. The data analysis technique used in this study is a qualitative and quantitative descriptive analysis technique. The level of eligibility of this media based on the assessment of material experts obtained a percentage of 90.00% included in the excellent category, language eligibility experts obtained a percentage of 90.00% included in the excellent category, design experts obtained a percentage of 98.50%, included in the excellent category, Student responses conducted through the test reached a mean value of 95.00. The assessment results show that Big Book as a medium for learning English vocabulary is very suitable for use in learning English vocabulary for 4th grade students.

Keywords: *Big Book Development, Context Class, Vocabulary.*

I. INTRODUCTION

The communication relationship between humans cannot be limited by space and time. Various media such as audio, visual and audio visual are used to communicate. The development of all media is influenced by the development of advanced science and technology that cannot be separated from human life. The use of various media for communication between people across the country require a language that can be understood by each individu from various countries who have different language background . English was chosen as an international language because English is the oldest language that has many vocabularies, comes from developed countries and has the most colonized countries so that English becomes very familiar and it is used by many people in various countries. Indonesian government had set English as

content local based on the Minister of Education and Culture No. 060 / U / 1993 dated February 25th, 1993 which stated that English subject can be taught in elementary school and they also had set Basic Competency and Competency Standards in English subjects as the direction and foundation for developing basic material, learning activities, and competency achievement indicators for the assessment of English for SD / MI that hold English subjects as local content inside Appendix 1 of the Regulation of the Minister of National Education No. 22 of 2006, regarding standard competencies and basic competencies in English for elementary schools. English subjects at elementary school are presented based on theme in the context of around students and must be adjusted to the Competency Standard and Basic Competency which had set by the Government.

Binjai City is one of the areas that makes English as a mandatory local content in elementary schools. The expectation of the Binjai City Government is learning English at an early age by learning the English vocabulary as the basic to form English sentences will be embedded in the memory longer than the knowledge obtained when it was an adult, the children will be accustomed to communicate in English both verbally and in writing so that become provisions to face the Asian Economic Community (MEA) and compete in various fields with other nations, especially ASEAN countries. Some English subjects theme which had been learnt in elementary school especially 4th grade in the first term of the English textbook by [18] were Greetings, Friends and Family, At the School, Let's Play Basketball. While the themes which will be studied in 4th grade in the second term are What are you doing, Go Shopping, Colors and Physical Appearance. In learning these themes, students must learn and master a variety of English vocabulary related to the themes, simple and concrete noun, adjectives and activities that were already known to students (schemata), adapted to the context around the students and only focused on the most basic and most needed language elements, namely: vocabulary, pronunciation, simple grammar, simple conversation and create a comfortable situation and generate interest and motivation to learn English.

In fact, the results of learning English, especially English vocabulary learning has not been as expected. Based on the results of observations on English learning activities by giving

a pre-test which contained 50 vocabulary about some themes that they had learned before. It was conducted by researcher in 4th grade SD Negeri 028068 East Binjai district on April 1st, 2019. The test consisted two items, they are writing 50 Vocabulary in English and Indonesian. The aim was to know how many English vocabularies that had learned and mastered by the students. The result, from 22 students only 5 students had mastered more than 30 vocabulary correctly, the rest of students still had not mastered the vocabulary. The score acquisition can be seen in the table below:

TABLE 1 THE SCORE ACQUISITION OF ENGLISH VOCABULARY TEST

No	Names	Score
1.	Shilvy Dewi Anggraini	40
2.	Novi Riyan Paris	60
3.	Raka Hendri	40
4.	Nur Safira	50
5.	Nuraini	45
6.	Putri Dirgahayu	55
7.	Rasiffa Zannah	50
8.	Revandy Aqillasyah	85
9.	Reza Tri Padilla	40
10.	Ridho Kurniawan	95
11.	Rindu Salwa	65
12.	Rizka Ramadhani	55
13.	Rizky Alfahri	40
14.	Rommy Setiawan	40
15.	Salma Fauziyyah	55
16.	Salsa Zhafirah	60
17.	Suci Adha	60
18.	Syaqillah Juliani	90
19.	Vivi Devina	85
20.	Zikri Setiawan	40
21.	Demitha Syahfarah	90
22.	Syifa Putri	50
23.	Alif Asmara	55

The researcher interviewed the English teacher and 4th grade students to know the reason. It is caused English vocabulary has a difference between writing, reading and its meaning, the lack of English learning media, the teacher only uses the blackboard as a learning media to write down the vocabulary being studied, the design of study material in textbooks from various book publishers is not refers to the Competency and Basic Competency Standards which had set by the government, the limitation of time in learning English which is only 2 hours of learning each week, so learning English becomes boring and difficult to be understood and learned for students. These problems also caused the exam scores of UTS (Midterm Examination) for the second term of the 2018/2019 academic year was low. Only 30% of students got the KKM score (6.00).

Among the learning media for English for Young Learners (EYL) written above, the researchers are interested in using Big Book with class context vocabulary as a learning medium in overcoming the problem of low English vocabulary learning in 4th grade elementary school students. 028068 Public Elementary School, East Binjai Regency. Big Book was chosen as a medium for learning English vocabulary for elementary school students because the appearance of Big Book is large, colorful and interesting, so it can motivate students to be more interested in learning English vocabulary.

Unfortunately, the Big Books found in elementary schools, especially SD Negeri 028068, are few and only for other subjects. In addition, there is no Big Book available on the market for elementary school student learning materials that are in accordance with the Competency Standards and Basic Competencies set by the Indonesian government. In addition, the Binjai City government through the Binjai Education Department has promoted the Literacy Program in each school and suggested Big Book as one of the learning media in this activity. Big Book is one of the learning media that will be created as a form of creativity of teachers in the city of Binjai through the Big Book Writing Training that has been carried out and followed by teachers and principals of primary and secondary education and members of Family Welfare Development (PKK) on May 9 2018 is housed in the Mabmi Building in the City of Binjai.

II. THEORETICAL

The development of technology has now created a new breakthrough in the development of education and technology exists as a human effort to improve the quality of life. Educational media is required as an intermediary messenger, in order to minimize failure during the learning process, learning media is used as a tool to build visualization adapted from the materials in the form of words, images, or animations. Multimedia is a digital product that presents and combines text, images, sounds, audios, and videos, which can be used by autodidact or students in the class. Nowadays multimedia is more into computers and other digital devices whose development follows the rapid development of technology. Multimedia in the learning process has proven able to: enhance learning motivation, improve the effectiveness of learning, create a fun learning atmosphere, create student-centered [19]

Aqib [5] stated that learning media as something that can be used to deliver the message, stimulate the thought, feelings, attentions and willingness of students so as to encourage learning. In line with the opinion above Arsyad [4] said that learning media is everything that can be used to convey messages or information in the teaching and learning process so that it can stimulate the students' attention and interest in learning. Asyar [3] said that "learning media can be understood as everything that can convey or convey messages from a planned source, so that a conducive learning environment occurs where recipients can carry out the learning process efficiently and effectively. Djamarah and Zaini [21] revealed that "learning media are any tools that can be used as conveying messages to achieve learning goals." Schramm [12] learning media is a messenger technology that can be used for purposes learning. So learning media is a tool that can be used for learning.

Djamarah [6] stated that the media that has known today does not only consists of two types, but more than that. The classification can be seen from its type, coverage, from materials and how it is made. All of this will be explained in the following discussion; (1) 1. Viewed from the type is; (a) Auditive media is media that only relies on sounds

capabilities, such as radios, cassette recorders, and LPs, this media is not suitable for deaf people or who has hearing impairment; (b) Visual media is a media that only relies on the sense of sight. There are visual media that display still image such as film strips, photos slides, pictures or painting, and prints. There is also a visual media that displays images or symbols that move like silent and cartoon films; (c) Audiovisual media is media that has sound and picture elements. This type of media has a better ability, because it covers both the first and second types of media. This media is further divided into two, namely silent audiovisual and audiovisual motion; (2) Viewed from the Coverage Power is; (a) Media with extensive and simultaneous coverage has unlimited use of media, space and can reach a large number of students in the same time; (b) Media with coverage is limited by space and place, the use of this media requires special space and place such as films, sound slides, string films, which must use closed and dark place; (c) The media for individual teaching, the use of this media is only for one person, such as modules programed and teaching through computer; (3) Viewed from the Making Material is; (a) Simple media, having basic materials that is easy to obtain and cheap, the manufacturing method is easy, and its use not hard; (b) Complex Media is a media whose materials and manufacturing tools are difficult to obtain and expensive, difficult to make, and their use requires adequate skills.

Suyanto [16] stated some simple media that can be developed or used in the learning process of EYL are; (a) Circular card, this media is used to introduce new vocabulary or new sentence patterns and to strengthen the understanding that has been taught; (b) Flip card. this media is used to teach vocabulary, singular / plural objects and can be used to introduce the concept of a few and a lot of; (c) Flash card, this media is used to introduce new vocabulary, pronounce it, then train it with a glance; (d) Realia, this media is used to describe an object; (e) Big book, this media is used to introduce grammar, vocabulary, and reading that can be packaged in the form of stories.

Astari [2] that big book media is a teaching tool in the form of a book full of colorful images, which are used by teacher in sharing readings that are generally intended for children. Anggraeni [1] concluded Big Book is a special characteristics story book that are raised both text and images, so that reading activity occurs between teacher and students. USAID [18] stated that a Big Book is a book that has large size, writing, and images. Big Book sizes vary from A3, A4, A5 or even larger sizes. Big Book size must take into account the needs and readability of all students in the class. Suyanto [16] explained that Big Book is one of the media favored by children and can be made by the teacher. The teacher can choose Big Book with the contents of the story or topic that is tailored to the interests of students or according to the theme of the lesson. Big book is one of alternative interesting media that can use teachers or educators of young learners. Big size is one of characteristics of big book. Big book is a book which contains big pictures, words or sentences and colorful. The

students in a class can see all part of the big book because the size of book is different from the ordinary books.

Oktavia [11] described three types of Big Book, namely as follows; (a) Big Book that only displays images (only pictures); (b) Big Book that displays images and some vocabularies that shows the label of the image (some words); (c) Big Book that displays story fragments page by page with very simple sentences (pictures and texts). In addition to having several types, in the Big Book there are several characteristics to indicate that the media is a Big Book. USAID [18] said for more effective and successful learning language, a Big Book should have the following characteristics; (a) Short story (10-15 pages); (b) Clear sentence pattern; (c) Meaning pictures; (d) The type and size of the letters are clearly legible; (e) The storyline is easy to understand.

Zhao, Lu, Poupart and pascal [22] said that words are a speech sound or series of speech that symbolizes communicating meaning without without being divisible into smaller units capable of independent use and the entire set of linguistic forms produced by combining a single base with various inflectional elements without change in the part of speech elements. Phrases are groups of words that are interrelated but do not contain subject verbs and are uncertain. By understanding how to make and function, it will be easier for writers to make variations in an [16]. Niehues, Waibel and Alex [10] a sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical basic rules of syntax. Mohammadnejad [9] stated vocabulary is a basic element of a language that is used to label nouns, adjectives and verbs so that they can explain the intentions to be conveyed. Kasihani [8] said vocabulary is a component that contains all information relating to the use of words in the language. Based on the understanding above, vocabulary is a number of words from a language regarding nouns, adjectives and verbs used in communicating in conveying information. Hurlock [7] stated the vocabulary learning which was done by children aged 6-13 years is grouped into two groups of vocabulary words, namely general vocabulary and special vocabulary.

III. RESEARCH OF METHOD

This research includes Development Research. According to Sugiyono [14] research and development methods or in English research and development is a research method used to produce certain products, and test the effectiveness of these products. Subjects in the study were 60 students in grade 4, from 4A as eksperiment class and 4B as control class. The device development model as suggested by Thiagarajan, [17] is a 4-D model, which consists of 4 stages of development namely, defining, designing, developing and disseminating. The trial design in this study used the One Group Pretest-Posttest Design design. The first step is to take measurements as an initial test (pretest), then subject to treatment within a certain period, then a final trial (posttest). The pretest and

posttest design research design is with the following table pattern:

TABLE 2 DESIGN OF ANALYSIS

Pretest	Treatment	Posttest
T ₁	X	T ₂

[14]

Description:

TI= Test before treatment

T2= Test after treatment

X= Treatment

The following data collection instruments will be used in this study; (1) questionnaire; and (2) test. Analysis of the results of expert validation using the formula:

$$\bar{X} = \frac{\sum x}{n}$$

Description:

\bar{X} = mean

$\sum x$ = total score

n = Many question.

Data analysis of student effectiveness is done by analyzing student learning completeness, achievement indicators, student responses and learning representations.

IV. RESULT AND DISCUSSION

Data validation results by expert lecturers on content material content / material eligibility, language eligibility and graphic worthiness. Validation from expert lecturers is done twice, the first is done by giving every aspect, while the second can only be seen on all products after revision. Following are the validation results in each aspect.

TABLE 3 VALIDATION EXPERT CONTENT CONTENT PHASE I AND 2

Stage Validation	Number	Assesment Aspect	Mean	%	Category
1	1.	Content / material eligibility	3,67	73,40	good
	2.	Language Egibility	3,80	76,00	good
	3.	Design Egibility	3,59	89,75	good
Mean			3,68	79,71	Good
2	1.	Content / material eligibility	4,50	90,00	Best
	2.	Language Egibility	4,50	90,00	Best
	3.	Design Egibility	3,94	98,50	Good
Score Mean			4,31	92,83	Best

In this table, it can be seen a significant increase between stage 1 validation and stage 2 validation. The average score at stage 1 is 3.68 with the category of "good" and the average score at stage 2 is 4.31 with the category "very well". The following is a graph of the results of the validation of the material and graphic experts. For the result of validation, look figure 1.

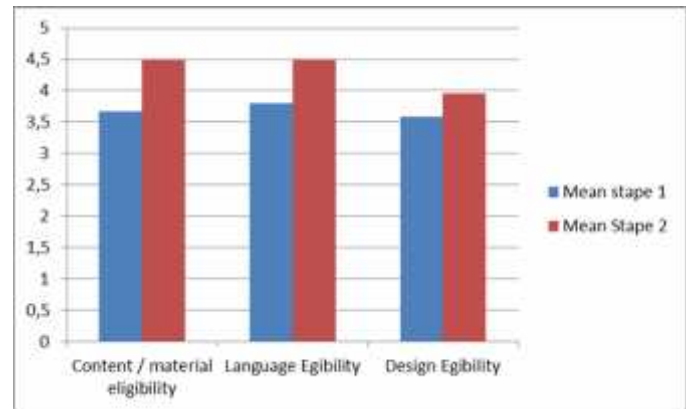


Fig. 1. Result Validation Diagram

Figure 1. Validation Diagram of Expert Content / Material Phase 1 and Phase 2. And then, the tests provided in this student worksheet are conducted to see the extent of students' success in mastering vocabulary through the use of the big book. For the average results of students' abilities in completing vocabulary tests can be seen in Table 4

TABLE 4. MEAN OF PRETES AND POSTEST VOCABULARY

Class	Mean Pretes	Mean Postes
4A (Eksperiment Class)	45,10	95,00
4B (Control Class)	50,00	75,60

In this table we know that vocabulary from pretes to postes is more signifikan. Where after use the Big Book student can get good score till 95,00 but for another class not use big book just get score medium category is 75,60. For the real mean of pretes and postes can look figure 2.

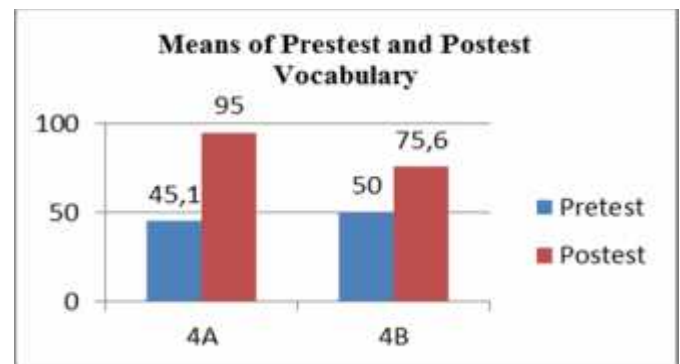


Fig. 2 Diagram of Pretes and Postes Vocabulary

Figure 2. Diagram of Pretes and Postes Vocabulary

This means that the vocabulary obtained by students through the use of big books based on words, phrases and simple sentences with class contests increases, because in the learning process using this big book students are directed to develop words into simple phrases and sentences. Of course, 1 word develops into a number of words so that students' thinking patterns and memory memories get more and easier

to remember new vocabularies because they are based on the classroom context and are around them. In addition, learning with this Big Book can also foster student activeness in asking questions and communicating knowledge possessed to his peers. The teacher who acts as a facilitator in this learning directs students to learn independently so as to foster student activity in exploring knowledge.

V. CONCLUSION

The level of eligibility of this media based on the assessment of material experts obtained a percentage of 90.00% included in the excellent category, language eligibility experts obtained a percentage of 90.00% included in the excellent category, design experts obtained a percentage of 98.50%, included in the excellent category, Student responses conducted through the test reached a mean value of 95.00. The assessment results show that Big Book as a medium for learning English vocabulary is very suitable for use in learning English vocabulary for 4th grade students.

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