



Improving Vocabulary Skill using Big Book Media in Teaching Lower Classes of Young Learners

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Article Info

Article history:

Received July 12, 2024

Revised July 20, 2024

Accepted July 31, 2024

Keywords:

Big Book; Teaching Vocabulary; Young Learner

ABSTRACT

Teaching English to young learner is a difficult task. An engaging object should be brought into the classroom to help the pupils focus. Big books are one type of media that has the ability to both amuse pupils and help them understand linguistic concepts. The objective of this study is to determine whether vocabulary achievement among kids is significantly impacted. in the first grade of elementary school, both before and after using a large book as a teaching tool. Here, with a quasi-experimental design, the researchers employed a quantitative methodology. The topic of thi Each group of 35 students participated in the research. The primary learning activities that are carried out the pre-test, treatment, post-test, and try-out phases. The researcher utilised the ttest in analysis to compute the information and verify the theory. The findings of this study showed that the application of Big books have a major impact on pupils' vocabulary development. Additionally, the outcome of in the I-B experimental class, the vocabulary recognition task, or VRT, demonstrated more positive results. This suggests that in order to provide engaging lessons to young students, teachers must be dynamic and imaginative. media to encourage students to study the target language, particularly in the inside the EFL framework.



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1. INTRODUCTION

A big book is a story book that has special characteristics that are enlarged, both in the form of text and images, thus allowing for joint reading activities between teachers and students. Big book is a visual learning media that has special characteristics among other learning media. According to Madyawati (2016: 174) "a big book is a picture book chosen to be enlarged, which has special characteristics, namely the enlargement of text and images".

The big book has special characteristics such as being full of color, having words that can be repeated, having a storyline that is easy to guess, and having a simple text pattern (Karges in Solehuddin, et al. 2008:7). Meanwhile, according to Karges and Bone in United States Agent International Development (2014: 53), in order for language learning to be more effective and successful, a Big Book must have provisions including; (a) the story is short (10-15 pages), (b) the sentence pattern is clear, (c) the pictures have meaning, (d) the type and size of the letters are clearly legible, (e) the story line is easy to understand.

According to Renandya and Richards (2002), vocabulary serves as the foundation for a learner's proficiency in all four language skills: speaking, writing, listening, and reading. Conversely, lexicon comprises an extensive array of terms (Thornbury, 2002). In addition to the other factors, vocabulary has a significant part in the teaching and learning of languages. Students can succeed in their capacity to academic and social learning of numerous new vocabularies in a foreign language (Novita, 2014). Students must comprehend, be aware of, and be comfortable with how one word relates to another. when they speak in sentences or engage in conversation. Supporting vocabulary for the pupils to grasp the language with ease. If the pupils, particularly the younger ones, like to They need to become familiar with and master a large vocabulary in order to become proficient in English.

Adults and children have distinct traits (Brown, 2001). They differed from one another in five different ways. When it comes to cerebral growth, kids up to the age of eleven have concrete processes. They must be reminded multiple times. compared to adulthood. Youngsters are more naturally curious than adults are. It highlights issues related to attention span. The sensory input is the next aspect. Youngsters have extremely sensitive facial characteristics and gestures. They enjoy making contact with objects. Children occasionally encounter possible obstacles in affective factors. readily once they acquire new knowledge. When people find themselves in such circumstances, the educators or teachers must assist them. The final one has true significance. In this regard, kids pick up language quickly. compared to adults because of their superior verbal skills.

Media is one of something that can deliver the information between source and receiver. In teaching and learning process, there are three kinds of media. They are visual, audio and video. One of media that the teachers can use is big book. 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 (O'Connor, Barbar, Coville-Hall, & Susan, 2006). 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. Big book is appropriate for preschoolers and for students in primary school (Santi, Asteria, Regina, & Fergina, 2016).

According to O'Connor et al. (2006), a good huge book needs to have six qualities. Short stories comprise the first, large book. In the second, there is a pattern of rhyming. The third large book features large illustrations. For younger students, the fourth, large book needs to have recurring sentences and well-known vocabulary. The fifth is straightforward but intriguing. The final, large volume discusses humor-related topics. It is crucial since kids get bored easily and teachers need to provide a playful environment for language acquisition. Large font and vibrant words, sentences, and images can be found in big books. When teachers provide materials for their pupils, the entire class may be able to participate in class. Additionally, teachers can capture students' attention and focus when they use large books in the teaching and learning process. The large book's unusual size aids in the attention and focus that pupils need to devote to the teaching and learning of English.

The study's purpose was to investigate vocabulary, which the researchers felt was crucial to the process of teaching and learning languages. The initial phase of language acquisition is for young students. To improve their language proficiency, they need to learn new terminology and become familiar with it. It takes more time for young learners to gain vocabulary since consistent repetition is necessary to help their language learning. Teaching young people is difficult and differs greatly from teaching adults. Young learners might be engaged in entertaining activities, engaging media, or anything else that captures their attention and requires focus from their teachers. One engaging medium for young learners is the big book. Big books can make the classroom more enjoyable and make it easier for teachers to provide things for their students. Teachers can distribute materials to entire classes by using large print that features vibrant words, sentences, or images. Young readers can see the large print of the book while they are being directed and hearing their teacher read aloud.

2. RESEARCH METHOD

This research was conducted in the first grade students at SDN Banyubiru 1 Ngawi in academic year 2017/2018. It started from January 8th, 2014 – February 7th, 2024. The researcher concluded that students in the first grade need something to help them for catch and understand the material easily from their English teacher. The researcher explains that the result of test which has done by two groups, experimental and control class.

The first grade students were given pre-test to measure and know the original of students' vocabulary achievement before they get treatment using big book. After they did pre-test, the students in I-B used big book as a treatment, but I-A did not use big book. The researcher gave post-test after the students had the treatment. Post-test used to measure and to know students vocabulary achievement after they get treatment.

There are five steps to use big book in teaching and learning process (O'Connor et al., 2006). The first, the teacher asks to the students to look at the book cover illustration and asks to the students to predict the story based on the title. The second, the teacher reads aloud the story and asks to the students to choose their favorite parts or characters. The third, the teacher asks to one of the student to read story aloud and use their pointer to indicate the new words. The fourth, the teacher asks to the students to reread individually. The last, the teacher also give other activities to engage their students such as retelling the story with different ending or making a class book or individually book based on the story.

The researcher used several form in the pre-test and post-test such as write letter, draw line, circle the correct word and correct picture. This research used quantitative method and used true experimental as research design. There are two characteristics of true experimental. The first, there is control group (Sugiyono, 2017). The second, the sample is dawn randomly. The limitation of this research is the first grade students of SDN Banyubiru 1 Ngawi. The scope of this research that the big book contains four topics such as personal identity, greetings & partings, alphabet, and colors.

The researcher used pre-test and post-test to know about how the far students' vocabulary achievement before and after the treatment. There are 20 questions which formulated for pretest and post-test. It consists of write letter, draw a line, make a circle the correct picture and the correct word. Before the test items assessed to the first grade

students, the researcher measure the validity. Valid instrument is instrument that can used to measure something should be measured (Sugiyono, 2010). Validity divided into two types. They are construct and content validity. In this research, the researcher used content validity. Content validity done by comparing the content of instrument and subject material has received by the students. It can be conclude that the test must appropriate with the students' material that have been they learned.

In this study, the researchers had done trial to the students in the different class. In the trial process, the researcher prepared 40 questions. From the students' answer, the researcher calculated the data. In calculating the data to find the validity, the researcher used The Product Moment Correlation Formula (Sugiyono, 2015). The formula is as follows:

$$r = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{[n \sum X_i^2 - (\sum Y_i)^2] [n \sum Y_i^2 - (\sum X_i)^2]}}$$

Where:

- r : coefficient or correlation between variable X and Y.
- X : sum of score in X distribution.
- Y : sum of score in Y distribution.
- X² : sum of X quadrate.
- Y² : sum of Y quadrate.
- n : sum of sample.

After 40 items questions analyzed, there were 39 valid and 1 invalid question. From the result, the researcher only chosen 20 questions for pre-test and post-test

The Spearman Brown Formula is as follows:

$$r_i = \frac{2 \cdot r_b}{1 + r_b}$$

Where:

- ri: internal reliability of all instrument.
- rh: product moment correlation between the first and second parts.

The criteria of coefficient correlation is as follows (Sugiyono, 2017):

| Interval Coefficient | Level |
|----------------------|-----------|
| 0,00 – 0,199 | Very Low |
| 0,20 – 0,399 | Low |
| 0,40 – 0,599 | Middle |
| 0,60 – 0,799 | High |
| 0,80 – 1,000 | Very High |

The result of the reliability in this research was 0.88. Based on the interval coefficient which number 0.80-1.00 was included in very high level. It can be conclude that the validity instrument was reliable. The instrument used in this research was a test. The purpose of using test was to know whether using big book make students remind and understand English vocabulary easily. There are two types of the test in this research. There are pre-test and post-test. The researcher used pre-test and post-test to compare the students' vocabulary achievement. The pre-test and posttest contains 20 questions. The pre-test and post-test formulated in the several forms. They are write letter, draw line, circle the correct word and picture.. The score was 1 for the right, but 0 for the wrong answer

The formula to calculate the total score used:

$$S = \frac{R}{n} \times 100$$

Where:

- S: score
- R: total number of right score
- n: total number of items

The table of criteria student's score

| Predicate | Score | Qualification |
|-----------|------------|---------------|
| A | 92 – 100 e | Excellent |
| B | 83 – 91 | Good |
| C | 75 – 82 | Enough |
| D | <74 | Need Guidance |

3. RESULTS AND ANALYSIS

Pre-test results in I-B were released on January 8, 2024, with a score of 73.83, and on January 10, 2024, a score of 77.34. The post-test scores for I-B and I-A were 86.88 and 82.58, respectively, on January 29, 2018, and January 31, 2024, respectively. The researcher uses the t-test to analyse the pretest and posttest results in the I-B experimental class and the I-A control class to determine whether there is a significant difference in the vocabulary success of the students before and after employing big book instruction.

There are four phases to examine the data such as finding means of the control and experimental class, finding deviation of the experimental and control class, inserting data into the t-test, and finding the degree of freedom. The means result of experimental was 17.14 and the control class was 7.29. The deviation of experimental class was 19664.29 and the control class was 18767.14. The result of t-test was 2.840 and the degree freedom was 68. Based on the significance was 5% (0.05) and the degree of freedom result was 68, they derived $t_{table} = 1.995$ and $t_{test} = 2.840$. it can be concluded that t-test is higher than t-table. So, there is a significant effect of using big book in vocabulary achievement of first grade at SDN Banyubiru 1 Ngawi.

The result of vocabulary recognition duty or VRT in I-B as experimental class, there are only three students who considered instructional. In I-A as control class, there are three students who considered instructional and one student categorized frustration. The highest score in I-B as experimental class is 100% and the lowest is 33.33%. in I-A as control class, the highest score is 100% an the lowest is 20%. It means that big book bounces positive effect and can increase student's vocabulary success. The findings of this research showed that big book is an effective media in students' vocabulary achievement. This research applied in some stages. The first stage, the students in experimental and control class did pre-test. The second step, the researcher used big book as a treatment in I-B. The researcher also gave some worksheet for the students based on the topics. After whole activity, the students did post-test. The result of this research was correlated with the previous study conducted by (Fahmi et al., 2015; O'Connor et al., 2006; Santi et al., 2016). Fahmi, Indah, Suhartono, Luwandi, & Arifin, (2015) studied about the improvement reading comprehension with big book trough classroom action research. The result shows that the pupil's reading comprehension was improved when big book was applied as the media in teaching and learning process. O'Connor et al., (2006) also conducted the study about big book. The contributors were the teachers. The result indicated that big book brings positively effect in language teaching and learning process. Big book project also makes positive progress for the teachers in their skill to teach young learners. The last study, Santi et al., (2016) used preexperimental research design. The participant of this study was PAUD students. The result explains that using big book give high positive effect in teaching vocabulary, big book can build interaction between teacher and students in language teaching and learning process and using big book makes children learn vocabulary better than normal size book.

4. CONCLUSION

The researcher conclude that there is significant effect of using big book in vocabulary achievement of first grade at SDN Banyubiru 1 Ngawi. Big book gives high positive effect in teaching vocabulary for young learners. It can be showed from the result of the students categorize vocabulary achievement in experimental class if most of the students in the level of independent and only three students in the level of instructional. It can be concluded that using big book in teaching vocabulary for young learners can increase their vocabulary achievement. Using big book in English teaching and learning process assists students to memorize vocabulary easily. If the teachers or educators want to use big book in their teaching and learning process, they do not have to buy it. Big book can be designed and created based on the teachers or educators' creativity, or based on the students' need. Big book also could help the teachers especially English teacher to deliver the materials for their students. It can help the teachers to make fun atmosphere in English teaching and learning process and to motivate their students to understand and familiar with English vocabulary. Build interaction between the teachers and their students in English teaching and learning process is another advantage of big book implementation. Thus, the researchers suggested and supported the future researchers to enrich the media in teaching vocabulary for young learners.

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