

BIG BOOK FOR STUDENT'S READING INTEREST TO TEACH KINDS OF ACTIVITY

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Abstract

Reading activities for children are interesting and important activities to remind learning and understanding language. Many techniques and activities have been proposed in the literature theory for reading activities to be fun in the classroom or teaching and learning process. Reading using the general big book media is one of the recommended activities to facilitate students' understanding of a learning process delivered by teachers in schools among the many techniques. This task focuses on the use of big book for Primary and Secondary Students. The goal is to assess students' understanding of the daily activities used in the Big Book and attract students to prefer reading books. The task of this study reveals that the use of the big book, is useful because it creates enjoyable and meaningful English learning in the classroom, and also makes reading activities more attractive to students.

Keywords : big book; active; reading

I. Introduction

Using Big Book for children is a great way to encourage them to read. This great book, is the best way to develop literacy, especially knowing new vocabulary and improving students' understanding. The advantage of this Big Book comprises a page full of interesting color photos and board games. Big Book quality can be the basic lesson that allows all children to enjoy reading texts, learn varied sentences and new words, according to the outline of the letters. However, only the enlargement of existing books would not be adequate without good decoration. And, some books have small sheets, which can be a disadvantage for students who sit behind the class. This can cause them to lose the focus of ongoing learning. Students show enthusiasm for illustrations each time a page is played by a teacher. Their verbal expressions and expressions clearly indicate their interest in the Big Book. Students with different abilities are interested in the Big Book. However, they are motivated by the Big Book and they respond well to questions and readings with the teacher. They usually respond to their best abilities and clearly show a high interest in the material presented by the teacher.

II. Findings and Discussion

According to Megawati & Wulandari (2017) Big Book media learning can be *applied to all levels of education, both primary and secondary levels - elementary school, Junior High School, Senior High School, Vocational School, and School for students with disabilities*. And then, we have implemented learning using Big Book media on secondary level students, that when teachers are explaining the material using Big Book media they are very enthusiastic and always pay attention on every page. Clark & Rumbold (2006) *summarizes some proven reading research ideas for the enjoyment of good effect on literacy, reading and writing, understanding of text and grammar, vocabulary, positive reading, self-confidence self, and read pleasure*. Therefore, the

students are happy when the material has taken place and the teacher is able to interact with them. Obviously, the students tend to feel much more enjoyable in the material.

I agree that using a Big Book can improve the development of language skills and the willingness to read. The introductory part of the lesson, which includes reading and Big Book discussions, is followed by activities based on book themes to encourage students' interest to learn English. Therefore, the child's confidence in using English can be improved. *In addition, using a Big Book can also create a relaxed learning environment* (Normaliza Abd Rahim et.al, 2008).

III. Conclusion and Suggestion

The Big Book recommends that teachers use the big book for their interest and participation in reading activities and to encourage enjoyable reading lessons in the classroom. If used creatively and preserving their abilities, teachers can use the big book for according to their students' abilities. The ability of teachers also will help their students to learn new vocabulary and to improve text understanding. As well as in the big book should be decorated as interesting and creative as possible, so that the students are more interested in reading and understanding the text on the material in the general Big Book media.

IV. Reference

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