

USING BIG BOOK TO TEACH KINDS OF FRUIT

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Abstract

Big Book is a picture book chosen to be raised to have a special quality. The virtue of Big Book is one of the favored children, including children who are late to reading. Using Big Book can develop all aspects of language and literacy in children that include: Listen, Proficient, Read and Write. Each big book is designed to have a theme of its own story. Each story has a meaning and purpose, so that students get the meaning of the reading then the story didala big book with pictures. The design of the image should reflect the content of the story. In addition, images should be made with colors and shapes that interest the child.

Keywords : big book; active; reading

I. Introduction

The problem found when teaching children to use a Big Book is that there are some children who lack English, so it's hard to spell letters, for example they know it's an apple they will be a bit hard to spell. According to the analysis that has been done by using the Big Book is actually very effective because after we practice the children who can not spell into and very interested in this media.

II. Findings and Discussion

According to Everett & Moyer (2009), she supports literacy to be inserted in learning process, especially in the cycle of inquiry learning, namely Engage, Explore, Explain, Extend, and Evaluate (The 5E Learning Cycle). Of course, the books have to pass review from reputable source if the school want to have good quality literacy.

III. Conclusion and Suggestion

So the conclusion of teaching by using the big book media is very effective because it makes children easy to remember the lesson that is delivered with an interesting picture in the big book and also full color it attracts the attention of children to reading. believed that If they can be exposed to a positive habit to love reading, it will give something more beneficial for their future. (Megawati & Wulandari, 2017). Suggestions should be the big book media that need to be used because it is very interesting children's attention.

IV. Reference

Megawati, F., & Wulandari, F. (2017). Promoting Big Book and Reading Corner to Support Gerakan Literasi Sekolah (GLS) in Primary School. In *Prosiding Seminar Nasional Pendidikan* (pp. 11–19). Sidoarjo: Universitas Muhammadiyah Sidoarjo. Retrieved from <http://eprints.umsida.ac.id/425/1/2.ARTIKEL Fika Megawati.pdf>.
Everett, S. & Moyer, R. (2009). Literacy in the Learning Cycle Incorporating trade books helps plan inquiry-learning experiences The Five Es. *ERIC*, 47(2), 48–52. Retrieved from <https://eric.ed.gov/?id=EJ862789>.