

## **USING BIG BOOK TO TEACH KINDS OF ANIMAL**

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### **Abstract**

This report aims to complement the Teaching Media Middle Test of English Education program in Universitas Muhammadiyah Sidoarjo. This program named Big Book as one of the media to improve the English skills, especially is reading skill. This is considered crucial since almost of children who learning English has a less motivation to explore their aptitude. The trainees agree that Big Book is the fun media to learning English.

Keywords : big book; active; reading

### **I. Introduction**

Teaching English for children in Indonesia is not easy. As the foreign language English is the new thing especially for children. There are 4 important basic skills in English. It s Listening, speaking, reading and writing. To improve the fourth skill for children who learn English as the foreign language, teacher needs to know the method and be creative. There are kinds of method and each method has the weakness. The most weakness is from children itself. They have less vocabulary. They don t interest in learning or reading the book because the monotonous media. According to Megawati & Wulandari (2017) the reading habit needs to developed as early as their first mounts of age in order for it to be internalized and consistently reproduced on a lifelong basis. Using Big Book is one of the manner to improve the fourth skill in English learning.

### **II. Findings and Discussion**

Big Book is a story book with special characteristic that is raised, both text and image (picture) to enable the occurrence of reading activity together (shared reading) between teacher and student. According to Aisyah & Arismanti (1990) this book has special characteristic such as full of colors, interesting image, repetitive words, plots that are easy to guess and have a rhythmic text pattern to be sing.

There are 10 kinds of transportation in this Big Book, it s car, bus, pedicup, ship, helicopter, plane, train, boat, bicycle, and motorcycle. Children know the thing because of the picture but they don t know a half of the picture names. For the first time, children are only interest with the pictures or coloring cover, Then with teacher guidance, children learning about the meaning and how to spell words. For example, the letter C on Car has a different spell in Indonesian and English. Children will understand well with the real image from Big Book.

### **III. Conclusion and Suggestion**

Using Big Book to teaching English and build the skills for embed the ability of literacy in children is quite effective. Children will be enjoying the class and more comfortable. Teacher should be creative to made Big Book media with different materials, colors and topic then children will not be bored with the monotonous things.

### **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](http://eprints.umsida.ac.id/425/1/2.ARTIKEL_Fika_Megawati.pdf)
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