

Materials Development of Beginning Reading Through Big Book Media for Students Grade II SD Negeri Percobaan Medan

Laily Sa'idah¹, Isda Pramuniati², Evi Eviyanti²

¹Postgraduate Students at State University of Medan, Indonesia

²Postgraduate Lecturer at State University of Medan, Indonesia

Corresponding Author: Laily Sa'idah

ABSTRACT

This research elaborates the material development of beginning reading for students Grade II SD Negeri Percobaan Medan through Big Book Media. The method of the research is Research and Development (R & D) which consists of 10 steps of research, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revisions, (8) usage trials, (9) product revisions and, (10) mass production. This research was conducted at SD Negeri Percobaan Medan Medan Baru District held in the odd semester of the 2017/2018 academic year. The research was carried out on Indonesian language learning by using Big Book media. The results obtained in this study show that the teaching materials are appropriate and valid for using by Grade II primary school students because they have been assessed and validated from the expert team. This conclusion was taken based on the results of the analysis of experts consisting of grammar experts in fairly decent qualifications (82%), material content experts were in very decent qualifications (94%) and learning design experts were in decent qualifications (73%). From all validator assessments, there were sufficient qualifications with an average value of 83%. This is reinforced by the results at the product trial stage obtained a percentage of 53.33% and the trial phase of use obtained a percentage of 86.66%. This means that indicators of effectiveness have been fulfilled. So with the results obtained it can be stated that the development material is appropriate to be used in Grade II SD Negeri Percobaan in order to improve reading skills in the implementation of a better learning process.

Keywords: Big Book Media, Student Learning Outcomes, Indonesian Language

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Invite -Since Sisdiknas No. 20 of 2003). One important message in education contained in the 2003 National Education System Law in Chapter III article 4 paragraph 4 concerning education principles stated that "education is held by developing a culture of reading, writing and counting for all citizens". Broadly speaking, the verse explains that reading for citizens is

very important. Therefore reading learning must also be carried out in accordance with the principles of implementing education.

Reading occupies an important role in the context of human education especially in the era of globalization, information and communication as it is today. This is because reading is a bridge for anyone who wants to achieve progress and success both in the education and work environment. "Through reading, one can gain new experiences beyond the limits of space and time". By reading someone will get information for the needs of science, technology, art, and culture "(Subadiyono, 2011: 9). Reading activities are not single activities, but complex activities. This is

because reading is an activity with active experience, namely an activity carried out consciously aims, needs understanding, and its meaning will be determined by a number of reading experiences. In terms of linguistics, reading is a process of encoding (encoding process) and as an interpretation or interpretation of decoding process that connects written words with spoken language which includes written changes into meaningful sounds.

Reading to elementary school students plays an important role in the success of learning. Reading to elementary students needs to be taught carefully because it is related to reading at more complex stages. "The goals that can be achieved through teaching reading are developing moral values, reasoning abilities, and creativity" (Akhadiyah, 1999: 29). Students in Indonesia still have a low average reading ability compared to other countries. The research was carried out by the International Association for Evaluation of Educational Achievement in 2006 which stated that of 45 countries in 3 worlds, Indonesia was ranked 41 or number four from the bottom (litbang.kemdikbud.go.id). This is because in general people use their time to read no more than 1% in a day, that is also limited when receiving lessons in school or just reading titles in the newspaper without reading the contents as a whole. "This also happens to elementary school-age children who basically have more active playing activities on a daily basis" (Prasetyo, 2008: 14).

According to Ibrahim (2011: 1) reading is vital in an educated society, reading is increasingly important in increasingly complex people's lives. However, children do not understand the importance of reading. The 2015 BPS data on student reading interest shows that Indonesian people who read to get information are only 17 percent of the total population. Meanwhile, watching television was 91.68 percent. The role of parents, teachers, schools, communities, the government is needed to develop students'

reading interest. The role of parents can be an example at home by getting used to reading anything (newspapers, magazines, tabloids, books, etc.). Furthermore, the school can provide interesting and educational reading materials as well as one of the solutions so that children are interested in reading. Communities and governments should also provide school facilities and needs.

In addition to the role of parents, teachers and schools the factors that support students' reading interest are teaching materials. Teaching materials can attract students' enthusiasm to read. But at the moment the teaching materials used are still monotonous and very boring for students so that students' reading interest is reduced. The weaknesses of teaching materials in the form of textbooks are used, among others, (1) inconsistency in the order of learning material between syllabus and textbooks, (2) does not include Competency Standards, Basic Competencies, and Indicators, (3) students' reading material texts are not contextual, (4) there are no instructions for learning activities, (5) no assessment, and (6) lack of learning material about reading material. The phenomenon found in schools is that there are still many teaching materials that contain material and images that are not good, so that parents and teachers need to be introspective to be more observant in selecting teaching materials. As for the problematic Indonesian books, for example in Sukoharjo, Central Java, the Indonesian textbook contains stories that contain inappropriate and rude dialogue. Even more sad is the dialogue in the story that between kiai and pickpockets, the words spoken in the dialogue are like: busyet, bastard, and bastard. In addition there are also Indonesian language LKS books which are indicated to be obscene, occurring in Bogor, West Java. Indonesian language teaching materials book entitled "Shepherd and Parent of the Wolf" but in it tells about a sex worker in a dimly lit shop, (Republika, 2015).

Based on the results of interviews with teachers at the Medan District Experimental School in class II, that Indonesian language learning applied in schools is less varied in the learning process. In addition, reading material that supports students' reading interest is also not fulfilled, so most students only refer to what is conveyed by the teacher. In addition, the content of the stories contained in the government thematic books for class II is so small that students are less interested in learning. This is corroborated by the students' low understanding of the text and tend to be below the average, so the value of the Minimum Completion Criteria (KKM) is difficult to achieve. In addition, there are no teaching materials that can support the learning of Indonesian Language especially teaching materials that support to increase students' interest in reading. The observations of researchers on learning Indonesian in the second grade SD Negeri Medan Experiment identified that the theme of the government book story content in the Published Catalog (KTD) for class II students is still general and limited, lack of teacher skills in integrating teaching material so that learning is less maximum. In general, students assess that Indonesian language learning tends to be easy, so students are negligent in understanding and learning the true nature of learning Indonesian Language. In addition, the less varied learning methods make students bored to learn. The aim to be achieved in this study is to know the development of teaching materials for reading through Big Book media in class II SD Negeri Experimental Medan, to find out the validity of teaching materials for initial reading through Big Book media in class II SD Negeri Medan Experiment and to know the effectiveness of the material teach early reading through Big Book media to second grade students at SD Negeri Experimental Medan.

LITERATURE REVIEW

The Nature of Reading

Reading is one of the language skills of four language skills, namely listening, speaking, reading and writing. There are various definitions of reading as stated by Burns (2004: 11) "reading is a complex act that must be learned. It is also a means by which further learning takes place. In other words, a person learns to read and reads to learn. "The point is that reading is a complex behavior that must be studied and is a tool for further learning. So, learn to read and read to study. The same thing was expressed by Prasetyo (2008: 2) that "reading in essence is a complicated one that involves many things, not only reciting writing, but also involving visual activities, thinking, psycholinguistics, and metacognitive". In this case reading needs to play an active role in responding to the source.

In addition, according to Tarigan (2000: 7) reading is one of the processes carried out and used by the reader to get the message to be conveyed by the author through the medium of words or spoken language. In terms of linguistics reading is a recording and decoding process. Reading is a process that connects written word to the meaning of oral language meaning which includes the conversion of writing or prints into meaningful sounds.

The purpose of reading

Reading should have a purpose, because someone who reads with a purpose tends to be more understanding than someone who does not have a goal. Because reading is an active activity, responding to the meaning of what is read, the main purpose of reading is to find and obtain information, including content, understanding the meaning of reading. So very close to the purpose of reading according to Tarigan (2000: 9) below; (a). Read to find or find out the discoveries that have been made by the character; what has happened to a special character, or to solve the problems made by the character. Reading this kind is called reading for reading for details or fact). (B). Reading to

find out why it is a good and interesting topic, the problems contained in the story, what the character learned or experienced, and summarizes the things done by the character to achieve his goal. Read to get reading for main ideas. (c). Reading to find out, knowing what happened in each part of the story, what happened at first, second, third, and so on. Each stage is made to solve a problem, scenes and events, events for dramatization. This is called reading reading for sequence or organization. (D). Reading to find and find out why the characters feel like them, what the author wants to show to the readers, why the characters change, the qualities possessed by the characters that make them succeed or fail. This is called reading reading for reference. (e). Reading to find and find out what is unusual, unnatural about a character, what is funny in the story, or whether the story is true or not true. This is called reading to group reading reading for classify. (f). Reading to find out whether the character is successful in living with certain measures, whether we want to do as the character made, or work like the way the character works in the story. This is called reading rate, reading for evaluating. (G). Read to find out how the character changes how his life is different from life that we know how the two stories have in common, how the character resembles the reader. This is called reading to compare or contrast.

Types of Reading

There are several types of reading as classified by Tarigan (2006: 12) as follows:

- a. reading aloud; oral reading
- b. silent reading
 1. extensive reading, reading extensively includes survey reading, skimming reading, and superficial reading.
 2. intensive reading, content study reading, which includes close reading, comprehensive reading, and critical reading, and reading for ideas.
 3. a language study reading that includes foreign language reading, and literary reading.

Read the Beginning

The ability to read is an ability that is generally obtained from school, this ability is very important to develop because reading is an activity that can develop knowledge and as a means of human communication. Reading is an activity or cognitive process that seeks to find various information contained in Sutirman (2013: 5). Reading can be used as a tool for us to get good information from print media, such as books, magazines or newspapers, as time goes by reading as a source of information can be accessed through online media, so that reading is easier and more efficient.

In line with Tarigan (2008: 43), reading is a process that is carried out and used by the reader to get the message to be conveyed by the author through the medium of words / written language. In this case, reading can be interpreted as an attempt to trace the meaning in writing. Sutirman (2013: 6) argues that reading is a process of recoding and decoding (a recording and decoding process).

The term re-encoding (recording) is used to replace the term reading (reading) because at first the written symbol is changed to sound, then the password is read, while decoding (decoding process) is an interpretation or interpretation of speech in written form. Rahim (2005: 2) says that three components in the reading process are recording, decoding, and meaning. Recording refers to words and sentences, then associates them with sounds according to the writing system used, while process decoding refers to the process of translating graphical sequences into words. The process of recording and decoding usually takes place in the early classes, namely SD class (I and II) known as the beginning reading term. Early reading is the stage of the reading learning process for early grade elementary school students. Students learn to gain abilities and master the techniques of reading and capturing the contents of the reading properly. The ability to read early is more oriented to basic reading skills,

namely literacy. That is, children can change and recite written symbols into meaningful sounds. At this stage it is very possible for children to be able to recite the letters of symbols they read without being followed by an understanding of the symbol of the sound of the symbol.

Purpose of Reading Beginning

The purpose of reading in this case is to teach students to recognize words and sentences, teach students to be able to read pronunciation and correct intonation, understand the meaning of a reading indicated by the ability to retell the contents of the reading. Istarocha, (2012: 14) conveys the purpose of learning to start reading for students as follows: (a). recognize symbols (language symbols), (b). recognize words and sentences, (c). find key ideas and keywords, and (d). retelling the contents of the short reading. (Abbas, 2006: 103) suggests the purpose of Reading Beginning Writing (MMP) is: (a). fostering the basics of reading mechanisms, (b). able to voice and understand simple sentences written with reasonable intonation, and (c). children can read and write simple words and sentences smoothly and precisely in a relatively short time.

Reading the beginnings learned in the early class according to Knight, (2014: 5) explains the purpose of reading the beginning, namely: (a). recognize symbols (language symbols), (b). recognize words and sentences, (c). find the main idea, and (d). understand the meaning of a reading. Based on several opinions above it can be concluded that the purpose of reading in general can be interpreted as reading to obtain new information that can add information that has been previously known. The purpose of beginning reading is to recognize symbols, recognize words and sentences, find main ideas and to be able to retell the contents of the reading.

Indonesian Language Learning

Indonesian as a national identity plays a very important role in maintaining

the integrity and sense of unity of Indonesian citizens. Indonesian language acts as a glue for togetherness to disguise points of difference in this pluralistic nation. Therefore, learning Indonesian is very important to form the next generation of a unified and sovereign nation. The essence of Indonesian language learning is an effort to direct students so that they are skilled in communicating in Indonesian, both verbally and in writing, as well as in formal and informal situations. Indonesian language learning activities will succeed if the teacher adjusts learning to students' abilities. Such adjustments must be designed in an integrated manner with the aim of learning Indonesian. For example: the main purpose of general language learning is to prepare students for meaningful interactions with natural language. In order for interactions to be meaningful for students, it is necessary to properly design Indonesian language learning plans. The preparation of Indonesian language learning plans is directed at students as subjects of learning. Through learning experience, students discover, apply, analyze, compare, compile, improve, assess, and conclude themselves

Indonesian Learning Objectives

Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields. Learning Indonesian is expected to help students know themselves, their culture, and the culture of others, express ideas and feelings, participate in communities that use the language, and find and use analysis and imaginative in themselves.

With eye competency standards Indonesian Language Lessons aim to have students the ability. According to Cahyani, (2009: 36) there are several abilities students must possess:

1. Communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing,

2. Respect and pride in using Indonesian as the language of unity and language of the country,
3. Understanding Indonesian and using it correctly and creatively for various purposes,
4. Using Indonesian to improve intellectual abilities, as well as emotional and social maturity,
5. Enjoying and utilizing literary works to broaden horizons, refine manners, and improve knowledge and language skills,
6. Appreciate and boast Indonesian literature as a cultural treasure and intellectual of Indonesian people.

Indonesian Language Lessons in Elementary Schools

Learning Indonesian in elementary school education units is divided into two main groups namely beginner rank (class I-III) and advanced ranking (class IV-VI). The application of language learning to the two groups is different because the teaching goals and objectives are different. For beginner rankings "mastery of beginning-reading and listening-speaking skills at a simple level aims to direct training in the use of more complex and approaching language skills" (Subana, 2005: 51).

Learning aimed at the advanced level (class IV – VI) is intended to train and develop the mastery of students' language skills in an integral manner which includes listening skills, speaking skills, reading skills and writing skills. Speaking skills are "second language activities that humans do in a language life, that is, after listening activities. Based on the sounds that are heard, then humans learn to pronounce and finally be skilled at speaking "(Nurgiantoro, 2001: 276).

There are also eight basic concepts of speaking, according to Slamet, (2012: 73), namely: Requires at least two people, of course, conversations can be done by one person and this often happens for example by people who are learning a lot of sounds of language and their meaning or by someone who reviews the bank statement or

by the person who hit his thumb with a hammer. Using one of the linguistic passwords that is understood together, even if it is used in two languages but with understanding, the shared understanding is not less important. Accepting or acknowledging a common reference area, a common reference area may not always be easy to identify, determined, but the speaker accepts a tendency to specify one of them. It is an exchange between participants, both parties who give and receive in conversation exchanging as speakers and listeners. Connect each speaker with others and the environment immediately. The speaker's verbal behavior is always related to the real or expected response, and the listener and vice versa. So the relationship is reciprocal between two directions. Associated or related to the present. Only with the help of material graphic files, can the discussion escape and the lack of freshness that the ribbon or file has been able to do so, of course is one of the realities of excellence in human culture. Only involve apparatus or equipment with sound or sound of language and listeners.

Even though activities in audio or lingual bands can release visual motion and material motion but vice versa will not occur unless the pantornim or image, it is present in movements and graphs that are unfounded and dependent on audio linguals can talk continuously with people which we don't see, at home, at work and by telephone conversation conversations like this are typical talks in their most original form. Indiscriminately expect and treat what is real and what is accepted as a proposition. The whole environment that can be symbolized by speech includes not only the real world that surrounds the speakers but also in an unlimited world of broader ideas, which they must enter because they and humans speak as the meeting point of these two regions still need further study and description. and deep. The listening skills in language learning are "a process that includes listening to the sound of language identifying, interpreting, and reacting to the

meaning contained in it. Listening skills can also be interpreted as the coordination of the components of skills both perceptual, analyzing and synthesizing skills "(Sutari, 1998: 19). Listeners will be able to listen well when they have the ability to concentrate, capture the sounds of speech, remember important things, and understand linguistic and nonlinguistic elements adequately

Teaching materials

According to Prastowo (2015: 71) teaching materials are "a set of learning tools or tools that contain learning material, methods, boundaries, and ways of evaluating systematically and interestingly designed in order to achieve the expected goals, namely achieving competence or sub-competence with all the complexity ". This understanding explains that a teaching material must be designed and written with instructional rules because it will be used by the teacher to help and support the learning process. Learning materials or materials are basically "contents" of the curriculum, namely in the form of subjects or fields of study with topics / subtopics and details. Prastowo (2015: 26), the function of teaching materials based on learning strategies used can be divided into three types, namely (1) The function of teaching materials in classical learning, among others: as the only source of information and supervisors and controllers of the learning process (in terms of this, students are passive and pursue each student's speed in learning), and as supporting material for the learning process held. (2) The function of teaching materials in individual learning, among others: as the main media in the learning process, as a tool used to compile and supervise student processes in obtaining information, and as supporting other individual learning media. (3) The function of teaching materials in group learning, among others: as material that is integrated with the group learning process, and as a supporting material for primary learning materials, and if it is designed in such a

way, it can increase student learning motivation.

2013 Curriculum

2013 Curriculum (K-13) is a curriculum still applied by the government to replace the Education Unit Level curriculum that has been in effect for approximately 6 years. 2013 curriculum entered the trial period in 2013 by making several schools become experimental schools. In 2014, the 2013 Curriculum was applied in Classes I and IV while for SMP Class VII and VIII and High Schools Class X and XI. Hopefully, in 2017 it will be implemented at all levels of education. 2013 curriculum has three aspects of assessment, namely the first aspect of knowledge, the second aspect of skills, and the third aspect of attitudes and behavior. In the 2013 curriculum, especially in the learning material there are streamlined material and added material. Streamlined material can be seen in Indonesian Language, Social Sciences, PPKn material, while the material added is Mathematics. The subject matter is adapted to international standard learning material so that the government hopes to balance education in the country with education abroad. The Minister of Education and Culture at that time Anies Baswedan through the Republic of Indonesia Minister of Education and Culture Regulation No. 160 of 2014 concerning the implementation of the 2006 curriculum and the 2013 curriculum Article 2 mentioned, as follows: (1) Primary and secondary education units implement 2013 Curriculum for 3 (three) semesters while still using Curriculum 2013, paragraph (2) Basic education and secondary education units implementing the 2013 Curriculum as referred to in paragraph (1) are pilot education units for the implementation of 2013 Curriculum. paragraph (3) pilot education unit as referred to in paragraph (2) may change to implement the 2006 Curriculum by reporting to the provincial / district / city education office in accordance with its authority.

2013 curriculum is a learning that emphasizes the affective aspects or behavioral changes. Competencies to be achieved are balanced competencies between attitudes, skills, and knowledge, in addition to the holistic and enjoyable way of learning. The 2013 Curriculum Learning Approach for Elementary Schools is thematically integrative and junior and senior high school level (Competence is developed through: Subjects); while at the vocational level (Competence is developed through: vocational). All subjects used are taught with the same approach, namely using scientific approach, which uses 5 M: Observing, Asking, Gathering Information, Reasoning and Communicating.

Teaching Material Development Model

According to Sugiyono (2013: 30) "Research and Development (R & D) is product development through the process of planning, producing and evaluating the validity of products that have been produced". Research and development is a method used to validate and develop products. Development differs from educational research because development aims to produce products based on the findings of a series of trials. Conversely, educational research does not produce products, but finds new knowledge through basic research or to answer practical problems in the field through applied research. This statement is in accordance with what Setyosari (2013: 223) says, "development is a process used to develop and validate educational products. Development can be in the form of processes, products and designs. There are several development models that can be used as guidelines in developing teaching materials, for example Borg & Gall, Dick & Carey models, ADDIE models, 4-D models, Hannafin & Peck models, and Bergman & More models.

Principles for the Development of Teaching Materials

There are several principles that need to be considered in the preparation of teaching materials or learning materials. The principles in selecting learning materials include the principles of relevance, consistency, and sufficiency. The principle of relevance means linkages. Learning materials should be relevant or have a connection or have something to do with achieving standards of competence and basic competencies. For example, if the competencies expected by students are in the form of memorizing facts, then the learning material taught must be in the form of facts or gh-memorization material. Consistency principle. If basic competencies must be mastered by four kinds of students, then the teaching material that must be taught must also include four types. For example the basic competencies that must be mastered by students are the operation of numbers which include addition, subtraction, multiplication, and division, so the material taught must also include addition, subtraction, multiplication, and division techniques. The principle of adequacy means that the material taught should be sufficient enough to help students master the basic competencies taught. Material may not be too little, and may not be too much. If it is too little, it will not help to reach the standards of competence and basic competence. Conversely, if too much will waste unnecessary time and energy learning it. This agrees with what Wijaya said (2011: 209) in compiling and developing teaching materials to consider the principles of developing teaching materials, among others: 1) starting from the easy to understand the difficult, from the concrete to understanding the abstract, 2) repetition will strengthen understanding, 3) positive feedback will strengthen students' understanding, 4) high learning motivation is one of the determinants of learning success, 5) achieving the goal is like going up stairs, step by step, eventually reaching a certain height, 6) knowing the results that have been achieved will encourage students to continue to achieve goals.

Classification of Teaching Materials

In early reading class learning requires media that are interesting for students to support the learning process. In the source book "Early Class Literacy Learning in LPTK" outlines five media that can be used to teach literacy skills to early grade students. The kinds of media, namely (a) Big book, (b) story calendar, (c) picture media, (d) written media and (e) graphic organizer.

a. Big Book

Big Book is a reading book that has large size, writing, and images. Big Book sizes can vary, for example A3, A4, A5 or the size of a newspaper. Big Book size must take into account the readability of all students in the class. Meanwhile, according to Harimurti, (2010: 4) said that the Big Book is a "picture book chosen to be raised because it has special qualities".

b. Story Calendar

Story calendar is a number of sheets of paper arranged in it containing messages or teaching materials arranged like a calendar (Knight, 2014: 48). Story calendar is a medium that can be used by students as a means of learning both inside and outside the classroom. Keistemewaan calendar story is there material that relates to each other in it there are images that allow students to imagine. The purpose of using a story calendar, among others:

1. Motivate students in reading and writing
2. Makes it easy for teachers to conduct reading and writing skills

c. Media Images

Media images are various events or events or objects as outlined in pictures, photos, diagrams, paintings, lines, symbols, or illustrations. Several reasons are explained by Knight (2014: 54) that image media is very well used as a medium for early class literacy because: (1) Concrete and interesting (2) Shows state, real illustration (3) Can concretize objects / objects that

cannot be presented in class (4) Cheap and easy to obtain (5) Easy to use.

d. Writing media

There are several types of writing media, one of which is writing zigzag books. The zig-zag book is a book created to increase interest and writing skills. Some of the features of the zigzag book include: (1) Easy to use and easy to make, (2) Appealing to students, (3) Showing the order.

e. Graphic Organizer

Graphic Organizer merupakan salah satu media visual, yang di dalamnya terdapat hubungan between ideas, concepts, facts and terms in the main topic. According to Knight, (2014: 58) states that "Graphic Organizer is a chart or scheme as a tool for students to process all information obtained through the learning process". Knight, (2014.60-64) explained the types of graphic organizers, among others: (1) Brainstorming Woeksheet, (2) Venn Diagrams, (3) KWHL Charts, (4) Cycle Diagrams, (5) Graphic Report Organizer, (6) Storytelling Organizer, and (7) General Graphic. Based on the description above it can be concluded that several types of media used in early reading learning include; (1) Big Book, (2) Picture media, (3) Writing media, and (4) Graphic organizer, and (5) Story calendar. The five media are types of media used to improve skills in reading and writing, especially learning in the early classes.

f. Big Book Media

Big book is a reading book that has large size, writing, and images. Big Book sizes can vary for A3 size, A4 size, A5 size or newspaper size. Big Book size must take into account the readability of all students in the class. According to Yuniati, (2014: 33) Big Book can be a strong motivation to learn about the pronunciation of words, forms, and types of compound words, verbs, abbreviations, and poems. The habit of children listening to stories and reading will increase the vocabulary of children so that children more easily understand the words in the Big Book. Big Book according to

Harimurti (2010: 4) is a picture book chosen to be raised because it has "special qualities".

Special qualities according to Harimurti (2010: 4) are:

- a. involves children's attraction quickly because of the image they have,
- b. contains interesting rhythms,
- c. have a big picture,
- d. there are repeated writings,
- e. the storyline is simple and clear, and
- f. often include elements of humor.

This large book is usually used for children in the early grades. In the Big Book contains a short story with simple sentences with large writing given colorful images. Yuniati (2014: 51) said that Big Book is one of the media favored by children and can be made by the teacher. From the explanation above, it can be concluded that Big Book is a medium in the form of a large printed book to teach students to learn the pronunciation of words, shapes and types of words that contain images and short stories.

Benefits of Big Book Media

Big Book is a large story book with color images so that it can attract students' interest in reading and simple stories and is used by students to learn to read and add vocabulary. Mohana (1999: 5) mentions some of the advantages of using Big Book as follows: Because Big Books are large, students can see pictures of the story clearly, such as when they read their own books. This will certainly appeal to students. Big Book makes students more focused on reading material and also teachers. Usually if the teacher uses ordinary books, students will be absorbed in playing alone. However, with Big Book students will be interested and want to listen to stories from the teacher. Students will better understand and understand the contents of the story in Big Book than ordinary reading books because the words contained in Big Book are simple words. Students can follow each word spoken by the teacher and know how to write it. Big Book facilitates students as if to see first hand the story the teacher reads.

Students can feel the course of the story, and. Big Book is a new thing that will make students interested and have a high curiosity about what's inside. So that students become enthusiastic in learning.

Steps to Using the Big Book

There are several steps put forward by experts related to the use of Big Book teaching materials, including Colville (2006: 497) describing the steps to learning using the Big Book:

1. The teacher who makes the Big Book itself can make stories that will be written into the Big Book. The story is a simple story that is suitable for grade I elementary school. It can also be stories that have been known to students so that they better understand the storyline.
2. After making the story, the teacher can use poster paper, manila, cardboard and cardboard for the front. Big Book is a large book, so the teacher must draw story patterns on large paper.
3. The teacher describes a series of stories on paper. You can also paste clip art or pieces of pictures from used magazines. Images on the front can be coated with patchwork to make it look like a thick fairy tale book. Paper that has been finished drawing is then combined with a spiral or ordinary bond so that it is easy to flip.
4. When Big Book is used to teach, the teacher first shows the front cover and makes students have a high curiosity. The teacher can ask about what students observe on the cover of the Big Book. Students then bring up their opinions in simple words. The teacher continues to lure students so that their curiosity increases and can focus on the lesson. The teacher can write on the board predictions from students about the contents of the story in the Big Book.
5. Next, the teacher starts reading the title and name of the author to add predictions from students. This aims to make the class condition familiar with open responses. The teacher also links

the knowledge students have with the Big Book title.

6. The teacher begins to read the story loudly and expressively so that students can focus on the story. The teacher also shows an illustrated picture of the story so students know exactly how the story is illustrated. Students listen without interrupting until the end of the story.
7. The teacher asks how the contents of the story he has read are interesting or not. Students begin to express their reactions.
8. The teacher invites students to read together loudly in a classical manner. The teacher designates each word that is read.
9. The teacher tells students to read stories in groups so students really understand the contents of the story.
10. The teacher appoints students one by one to read. Repeated reading can improve students' skills, and.
11. The teacher develops students' reading skills to see whether students know the contents that are read or not. The usual thing in development activities is to retell the contents of the story being read.

MATERIALS & METHODS

This type of research is research and development (Research and Development R & D). This research and development is carried out to produce products. The product that will be produced in this development research is Reading Comprehension teaching material class II on the subject of theme III "My Daily Job". This research was carried out in SD Negeri Experimental Medan Subdistrict Medan Baru with the object of research students of class IIa and IIb, this research was conducted in the odd semester of the academic year 2017/2018. This research uses Research and Development (R & D). According to Sugiyono (2013: 409) there are 10 steps to using the Research and Development (R & D) research model, namely: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) revisions design, (6) product testing, (7) product revision, (8) usage testing, (9) product revision and, (10) mass production. Steps for using the Research and Development (R & D) method

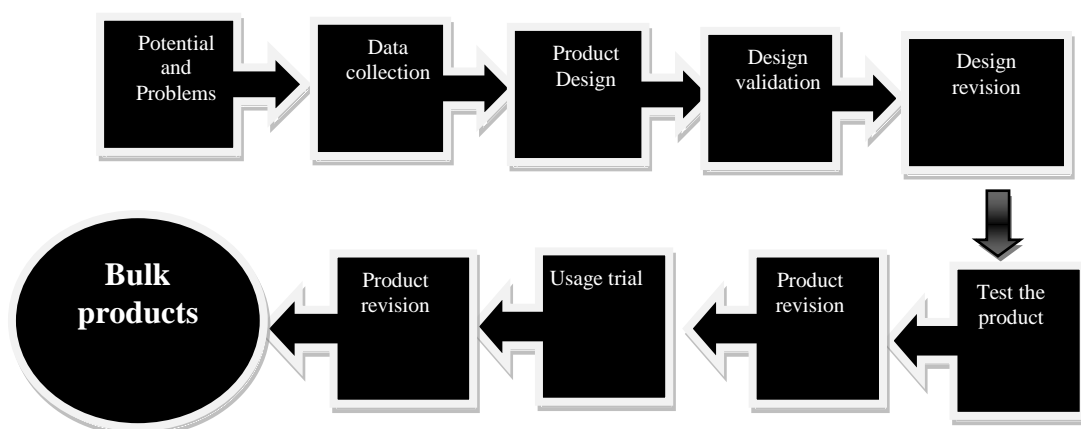


Figure 1. R & D Method Steps (Sugiyono, 2013: 409)

Steps - Research and Development Method

1. Potential and problems

R & D can depart from the potential and problems. In this first step the researcher made observations to the Medan Primary School Experiment, as a place to be the

object of research by researchers. collecting potential and problems in research is a basic thing that must be done by researchers because this is where researchers see what things are a problem so this phenomenon must be examined.

2. Collecting Data

In this step the researcher collects data, which can then be used as material for planning. In this case the researcher collected data through direct observation to the school and took data from the teachers related to reading at the school.

3. Product design

In this case the researcher starts making teaching materials and determines the components. Before making teaching

materials there are several preparations made, namely preparing materials needed in making teaching materials such as paper for drawing, pencils, colored pencils or crayons. Then adjust the learning design with themes and sub-themes. After adjusting, the image is made according to the story, then colored so that the image looks more attractive. As a reference taken from sources that can be accounted for such as books, journals and others that can support the process of making teaching materials.

Table 1. Design of Teaching Material Products

No.	Format	Descriptors
1.	Title of the Big Book	MY DUTIES EVERYDAY
2.	General Instructions:	
	a. Core Competence	KI 1 : Accept and carry out the teachings of the religion he adheres to KI 2 : Have honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends and teachers KI 3 : Understanding factual knowledge by observing [hearing, seeing, reading] and asking questions based on curiosity about him, God's creatures and activities, and objects that are found at home and school. KI 4 : Presenting factual knowledge in clear and logical and systematic language, in aesthetic works in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and morality.
	b. Basic competencies	Get to know the text of the diary about the activities of family members and documents belonging to the family with the help of a teacher or friend in oral and written Indonesian which can be filled with vocabulary of regional languages to help understanding. Reveal the text of the diary about the activities of family members and family-owned documents independently in oral and written Indonesian which can be filled with vocabulary of regional languages to assist in the presentation.
	c. Subject matter	able to see pictures around recognize letters through words; read simple sentences
	d. Indicator of Achievement	Read by paying attention and understanding the purpose of the picture and writing Reading by understanding words / sentences that are appropriate to the meaning / purpose of a word or sentence
	e. Big Book material	observe images (a) and (b), ask about the purpose of the image. observe the picture (c), then pronounce the name of the picture correctly. write the name of the object in the picture. Read words / sentences together then individually by looking at the Big Book
f. Evaluation	Every end of the meeting students are given 5 questions.	

1. Design validation

After the media is created, the researcher provides teaching materials to the validator to conduct an assessment as a way to validate teaching materials whether or not the teaching materials are used. Validation tests are conducted to determine whether or not a product is developed to be used as teaching material at school. Validation can be done by means of researchers inviting validators representing field experts to assess and ask for their opinions on the appropriateness of material content, feasibility of learning designs, and the feasibility of languages that have been developed and will be tested. If the expert's

assessment still requires revisions, then the product developed must be revised until it is declared valid by experts. Components validated by experts include the feasibility of material content, the feasibility of presentation, and the feasibility of language. Components that will be validated by the validator of the content of the material include:

- a. Material compatibility
- b. Material accuracy
- c. Learning support material

Components that will be validated by the validator of the feasibility of presentation include:

- a. Presentation technique
- b. Presentation of learning
- c. Complete presentation

The following is a grid of validation questionnaire sheets that will be used in the assessment of teaching materials

Table 2. Grid of Learning Material Validation / Assessment Sheets

No	Indicator	Descriptors
Feasibility of Content		
1.	Conformity of Material	Completeness of Material Extent of Material Depth of Material
2.	Material accuracy	Accuracy of Concept Accuracy of Terms
3.	Learning support material	Conformity of Material with children's language development Pictures and illustrations Independence
Feasibility of learning design		
1.	Presentation Techniques	Systematic consistency of presentation Seriousness of dish
2.	Learning Presentation	preliminary Introduction to Chapter Summary Bibliography
3.	Presentation Completeness	Giving motivation Encourage student involvement in independent learning and interactive groups with learning resources Encourage critical, creative and innovative thinking
Grammar Feasibility		
1	Language usage aspects	Accuracy of sentence structure Effectiveness of sentences Language clarity in the material Clarity of sentences Victory of language style Use good and correct Indonesian language rules
2	Language Accuracy Aspects	Clarity of letters Symbol used Command / clarity clarity The language used is simple, straightforward and easy to understand Use enhanced spelling EYD
3	Aspects of Suitability of Student Development	Language is adjusted to the stage of student development Language can stimulate students' imagination easy language for students to understand

(Taufik: 2015;113)

2. Revised design

After an evaluation from the validator, of course there are shortcomings and strengths of the design of the first instructional material made so that in this process revisions are made by researchers according to input and suggestions from the validator team so that the instructional materials produced can be used as expected.

3. Test the product

In this case the product is tested on the subject of the research, namely class IIa students at SD Negeri Experiment Medan. In this step the questionnaire is also used as a collection of data on instructional materials developed. Questionnaires were distributed to class IIa students and students

filled out the questionnaire so that the results of the questionnaire contents could be known weaknesses and shortcomings in teaching materials. Activities at this stage were carried out with individual trials at SD Negeri Experimental Medan to obtain initial input on a particular product or design. The students who were subjected to this individual trial were grade IIa elementary school students as many as 1-3 randomly selected people, consisting of 1 high-ability student, 1 moderate ability student, and 1 low-ability student. After an individual trial, the product or design is revised.

4. Product revision

After obtaining the advantages and disadvantages of teaching materials in

accordance with the results of the previous trial questionnaire, the researcher again made revised revisions in accordance with the weaknesses and shortcomings obtained.

5. Trial usage

In this test Big Book media teaching materials were used in the teaching and learning process at SD Negeri Experiment Medan in class IIB, students will be taught how to read the correct understanding by the teacher by using Big Book media on the theme "My Daily Job". Activities at this stage involve the subject broadly, namely all students in the class. The main objective of this stage is to find out: (1) determine the effectiveness of changes made based on product trial evaluations and identify problems that may be experienced by learners. (2) the feasibility of Indonesian language teaching materials based on student assessment. The results of this small group trial were used to make product or design revisions.

6. Product revision

After testing the use of Big Book teaching materials in the teaching and learning process, researchers need to revise product deficiencies in accordance with the suggestions and input from the validators obtained during the application of this teaching material.

7. Mass products

After all the stages are carried out, the researcher can publish the final results of the teaching material developed based on validation, revision, and product testing and if the results show positive numbers, researchers can recommend that these teaching materials become teaching materials for grade II elementary school students..

3. Pengumpulan data dan instrumen penelitian

a. Observation

Observation is an activity in order to collect data relating to research problems through direct observation in the field. In this case the researcher made a direct observation to SD Negeri Experimental Medan.

b. Questionnaire

According to Anwar (2009: 168) a questionnaire is a number of questions or written statements about factual data or opinions related to the respondent's self, which are considered facts or truths that are known and need to be answered by the respondent.

According to Komalasari (2011: 81) the questionnaire as a tool for collecting data in non-test assessment, in the form of a series that is submitted to respondents (students, parents or the community).

Table 3. Percentage Scale of Feasibility of Teaching Materials

Score in percent	Value Scale	Interpretation
91-100 %	4	Very decent
80-90 %	3	Fair enough
71-79%	2	Worthy
60-70%	1	Not worth it
<59%	0	Not feasible

(Franata 2012:65)

c. Student learning outcomes test

Student learning tests are instruments that are intended to measure the level of students' knowledge to see the effectiveness of teaching materials developed.

d. Data analysis technique

Data analysis in this study is divided into 2 types, namely: (1) Analysis of data validation of Reading Comprehension Teaching Materials, and (2) Analysis of student learning outcomes data.

e. Data Analysis of Teaching Material Validation

The data analysis of the validity of teaching materials is used to answer the question "How is the suitability of the grade II elementary school material in Indonesian Language teaching material my Daily Tasks developed?". The assessment criteria for each Descriptors on the validation questionnaire sheet are as follows:

Score 1 = very poor / very disagree

Score 2 = less / less agree

Score 3 = good / agree

Score 4 = very good / very agree

Then the scores obtained were analyzed using the percentage score using the formula:

$$\frac{\text{Percentage score}}{\text{the number of scores obtained}} \times 100\% = \frac{\text{score}}{\text{Total overall score}}$$

(Sudjana, 2009:133)

The classification of numbers in percent is then interpreted with qualitative sentences listed in the table below

Table 4. Percentage Criteria for Assessment of Early Reading Teaching Materials

Achievement level	Level of Validity
85,01 % - 100 %	Very valid, or can be used without revision
70,01 % - 85 %	It is quite valid, or can be used but needs to be revised small
50,01 % - 70,00%	Less valid, it is recommended not to be used because it needs a major revision
01,00 % - 50,00%	Invalid, or may not be used

(Akbar, 2015:41)

f. Learning Outcomes Test Data Analysis

Analysis of learning outcomes data is used to answer the question "How is the effectiveness of the Indonesian Language class II SD teaching materials products Experiments with my daily assignments material developed towards improving student learning outcomes?".

Scores obtained by students through learning outcomes tests will be used to determine individual completeness and classical completeness of students. Individual completeness or completeness per student is determined by the formula:

$$KB = \frac{T}{T_1} \times 100\%$$

Keterangan :

KB = mastery learning

T = the number of scores achieved by students for all items

T₁ = the total score of all items

(Trianto, 2010:241)

As standard learning completeness is used as a benchmark set, namely students are said to complete learning if the proportion of students' correct answers, or the percentage of learning completeness \geq 70%.

To find out the completeness of learning in classical terms used the formula:

$$PKK = \frac{\text{complete number of students}}{\text{Total number of students}} \times 100\%$$

Information :

PKK = Percentage of classical completeness

(Trianto, 2010:241)

A class is said to complete learning if in the class there are 80% of students have

achieved individual completeness. The results of the analysis of individual completeness and subsequent classical completeness will be used to describe the quality of Indonesian language teaching materials on the subject of My Daily Tasks. After the completeness of students in individual and classical learning is achieved, the instructional materials developed are effective and worthy of use.

RESULT

Research result

In the previous chapter, the purpose of this study has been described, one of which is to produce a good Big Book media to provide Indonesian language teaching materials that are more attractive to students so that learning becomes more meaningful. The step taken to achieve this goal is to develop the Big Book media with the Research and Development (R & D) development model and has been described in the research method chapter. The final result of the Big Book media development that the researchers compiled was in the form of Big Book regarding my daily duties. The following is a description of each stage carried out in the development of the teaching material.

1. Potential and Problems

At the potential stage of the problem, the first stage of the researchers began to observe the Medan Primary School District Experiment to find out the problems faced related to Indonesian language learning resources in class II elementary

school and to know the shortcomings of the teaching materials. The researcher also collected information by interviewing a number of teachers in the Medan Primary School District Experiment and analyzing the learning resources used by students / students. After all the information is collected, the researcher also collects the data needed for the product design material.

2. Data Collection

At this stage the researcher collects data which is then used as planning material. Data is collected through observations to elementary schools and retrieving data from teachers related to reading at the school including by interviewing teachers. The curriculum used in developing this product is the 2013 curriculum. Core Competencies (KI) taken include KI 3: Understanding factual knowledge by observing (listening, seeing, reading) and asking questions based on curiosity about him, God's creatures and activities, and objects encountered at home and schools, KI 4: Presenting factual knowledge in clear and logical and systematic language, in aesthetic works in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and morality. Basic Competencies (KD) taken in the development of this product include KD 3.3 Identifying text diaries about family members' activities and family documents with the help of teachers or friends in oral and written Indonesian language that can be filled with vocabulary of regional languages to help understand, 4.3 Reveal text diary about family members' activities and family-owned documents independently in oral and written Indonesian which can be filled with vocabulary of regional languages to help with presentation.

3. Product Design

After all data has been collected, researchers begin to make teaching materials. In making teaching materials there are several preparations made, namely preparing the necessary materials such as paper for drawing, pencils, colored pencils or crayons. Then adjust the learning design with themes

and sub-themes. After adjusting, the image is made according to the story, then colored so that the image looks more attractive. As a reference taken from sources that can be justified such as books and others that can support the process of making teaching materials. Products are packaged according to the needs of students, as attractive as possible so students are more motivated and do not feel saturated quickly. Writing sentences in the big book also uses short sentences, easy to understand and easy to read writing. At the end of the product page there are also several glossaries to make it easier for students to understand vocabulary that is not understood.

4. Design Validation

At this stage of validation, the completed Big Book is validated in advance by a team of experts. After the expert team is declared valid then Big Book is tested to the student. In the validation of the expert team there were three fields assessed namely Language validation (one person), material validation (one person) and learning design validation (one person). All of the validators provide an assessment by giving a score of scores on each item aspect of the assessment instrument. Assessment for each aspect uses a scale ranging from 1-4 with the following interpretations: 1 = cannot be used, 2 = can be used with major revisions, 3 = can be used with minor revisions, and 4 = can be used without revision. The score obtained is transformed in percent to find out the feasibility of Big Book media. In addition, the validator was also asked to provide constructive suggestions / comments for the improvement of the Big Book class II SD media. The following is a description of the activities at this stage starting from the validation of the expert team.

5. Validate the Expert Team

The Big Book media that has been designed is left to the expert team. The following is presented a descriptive explanation of the results of expert assessments on the development of Big Book media for grade II elementary schools conducted by filling out

questionnaire instruments. The following are described the results of grammar experts' assessment of the Big Book class II SD

media developed with questionnaire instruments.

Table 5. Results of Grammar Analysis

No	Assessment Aspect	Descriptors	Meeting
			I
1	Aspects of Language Usage	Accuracy of sentence structure	3
		Effectiveness of sentences	3
		Language clarity in the material	4
		Clarity of sentences	3
		Victory of language style	3
		Use good and correct Indonesian language rules	3
2	Language Accuracy Aspects	Clarity of letters	3
		Symbol used	3
		Command / clarity clarity	3
		The language used is simple, straightforward and easy to understand	3
		Use enhanced spelling EYD	3
3	Aspects of Suitability of Student Development	Language is adjusted to the stage of student development	3
		Language can stimulate students' imagination	3
		easy language for students to understand	3
Total score			46
Percentage			82%

Based on the results of grammar experts' assessment, it was found that the total score was 46 with a percentage of 82% and was in a decent enough qualification meaning that the Big Book media had no need to be revised anymore. In addition to grading, experts also provide input in the form of comments and suggestions related to grammar in the Class II media Big Book SD. The following is a description of the things that need to be revised regarding grammar in the Big Book media provided by grammar experts

with material experts lasted 2 meetings. The results of the validation, namely the assessment in the form of scores at each meeting were used as material to revise the media. After the media has been designed, it is given to material experts to be assessed and analyzed for errors or shortcomings. Next the researcher corrects these deficiencies and is submitted to the material expert again, and so on until there are no more revisions.

The following are the results of assessments from material experts ranging from the first meeting to the second meeting of the Big Book media.

Table 6. Revised list of grammar experts at each meeting

Validation Field	Meeting I
Language	The picture is clear so neat. This material K-13 is in accordance with teaching materials

Based on the Table 7, it can be seen that the first validation obtained a total score of 48 with a percentage of 70%, which is in a less feasible qualification so that the contents of the material from the Big Book media need to be improved and developed or revised. Furthermore, in the second meeting the number of scores was 64 with a percentage of 94%, which was in a very decent qualification and nothing else needed to be revised.

All comments and suggestions given by the validator are taken into consideration in making revisions to the developed Big Book media.

Feasibility of Material

Expert validation in the field of material was carried out by Dr. Wisman Hadi, M. Hum. He is one of the lecturers at the Language and Art Faculty at Medan State University. The assessment was carried out to improve and improve the quality of Big Book media developed to achieve validity. The validation process

Based on the recapitulation of values given by experts on content eligibility on Big Book media products, it can be seen that there is an increase in assessment from the first meeting to the second meeting. In addition to giving grades, experts also

provide input in the form of comments and suggestions related to the material in Class II Big Book SD media products at each meeting. The following is a description of

the things that need to be revised regarding the material on Big Book media products provided by material experts at the first and second meetings.

Table 7. Results of Material Analysis

No	Assessment Aspect	Descriptors	Meeting		
			I	II	
1	Content Feasibility	Quality of Learning Materials	Clarity of learning objectives according to SK - KD	2	4
			Accuracy of material coverage	3	3
		Learning Delivery System	Concept Truth	3	3
			Conformity with the curriculum	3	4
			Conformity with character education	2	4
			The accuracy of the order of learning material	4	4
			Depth of learning material	3	4
2	Presentation	Quality of learning strategies	Preliminary quality	3	3
			Student involvement and role in learning activities	4	4
			Encourage students to answer in their own way	2	4
			Quality feedback	2	4
			Presentation time	3	4
			Quality of practice questions	3	4
			3	Linguistics	Quality of learning material
Ease of language understanding	3	4			
4	Image Selection	The quality of display of teaching materials	Display	3	4
			Illustration	3	4
Total score			48	64	
Percentage			70%	94%	

Table 8. Revised list of material experts at each meeting

Validation Field	Meeting I	Meeting II
Material	The quality of learning material needs to be deepened Adjust material with character education No feedback yet How to encourage students to answer questions not yet seen	Check dictionaries to ensure writing and understanding of vocabulary Consider the sentences that have finished the material that is not in accordance with KD or Indicator Put the sentence under the picture to make it easier for the child to understand and attract his motivation

All comments and suggestions given by the validator are taken into consideration in making revisions to the developed Big Book media.

a. Feasibility of Learning Design

As with the activities carried out on language feasibility and material feasibility, Big Book media products were also assessed for the feasibility of Learning Design with 2 meetings. Experts in the presentation section of this study are Dr. Zulkifli, M.Sn. He is one of the lecturers at the Language and Arts Faculty of Medan State University. The purpose of this assessment is also to improve and improve the quality of Big Book media products. The following are the results of the assessment from the field of learning design starting

from the first meeting to the second meeting.

From the table 9, it can be seen that the expert validation score in the field of learning design feasibility in Big Book media was developed at the first meeting with a score of 35 with a percentage of 58% which means that it is in improper qualification, so there are still some things that need to be improved. Furthermore, in the second meeting the total score was 44 with a percentage of 73% which means that it is already in a decent qualification so that it does not need to be repaired or revised.

Based on the data above, it can be seen that there is an increase in the validation process of learning design feasibility, starting from the first meeting, which is obtained a percentage of 58% and at the second meeting that is equal to 73%.

In addition to providing assessments in the form of scores, the validator provides comments and suggestions for improvement for researchers to facilitate improvement. Validation results with learning design experts in the form of suggestions and

comments on the first meeting to the second meeting are summarized in the following Table 10:

Table 9. Results of Expert Presentation Analysis

No	Assessment Aspect	Indicator	Descriptors	Meeting	
				I	II
1	Feasibility of Presentation	Presentation Techniques	Systematic consistency of presentation in learning activities	2	3
			Creed concept	2	3
		Support Presentation	Examples of questions in learning activities	3	3
			Problem training at the end of learning	2	3
			Image selection accuracy	3	3
			The color selection accuracy in the image	3	3
			The accuracy of story selection	2	4
introduction	2	2			
2	Presentation	Presentation of learning	Student involvement in reading activities	2	3
			Encourage students to read critically at the right stage	1	2
3	Linguistics	Coherence and demanding Alur Pikir	Linkages between reading activities and character education	3	4
			Presentation time	3	3
			Ease of language understanding	2	3
4	Image selection	The quality of display of teaching materials	Display	3	3
			Illustration	2	2
Total score				35	44
Percentage				58%	73%

Table 10. List of Revisions of Learning Design at each Meeting

Validation Field	Meeting I	Meeting II
Presentation	Systematic consistency of presentation Shunts of material presentation consistent with color special application	preferably made an introduction

All comments and suggestions given by the validator are taken into consideration in making revisions to the media developed.

Overview of the Results of Expert Analysis of Big Book Media

Based on the validation process from experts in their respective fields of study

which were passed during two meetings, the researcher concluded that the media developed had been feasible to use. The collection of expert analysis results obtained through three validations made on the Big Book media developed is presented in the following Table 11.

Table 11. Results of Expert Analysis of Big Book Media

No.	Validation aspects	Results of Expert Analysis
1.	Grammar	Expert validation carried out on grammar in the media developed through one validation stage. In the first validation, the percentage of the score was 46 with a percentage of 82% or in a qualification that was sufficiently feasible so that the language in Big Book media developed in general was feasible to use or did not need to be revised..
2.	Feasibility of Material	Expert validation conducted on material in the media developed through two validation stages. The first validation obtained a score of 48 with a percentage of 70%, which is in a less feasible qualification so that the content of material from the Big Book media needs to be improved and developed or revised. Furthermore, at the second meeting, the total score was 64 with a percentage of 94%, which was in a very decent qualification and nothing else needed to be revised so that the material on the media developed in general was feasible to use or did not need to be revised.
3.	Learning Design	Expert validation carried out on learning design in media developed through two stages of validation. The first validation obtained a score of 35 with a percentage of 58%, which means that it is in an unfit qualification, so there are still some things that need to be improved. Furthermore, in the second meeting the total score was 44 with a percentage of 73% which means that it is in a decent qualification so that the design of learning in media developed in general is feasible to use or does not need to be revised.

Trials

After the Big Book media was declared valid and there was no revision from the expert team both in the fields of language, material fields and the field of learning design. The next stage is the trial stage.

Product Trial

The activity at this stage was carried out by product testing at the Medan State Elementary School Experiment to obtain initial input on a particular product or design. Students who were subjected to the trial of this product were grade IIA students as many as 1-3 randomly selected people, consisting of 1 high-ability student, 1 moderate ability student, and 1 low-ability student. The trial was conducted in one meeting and after conducting a trial the researcher shared the post test questions. After testing the product, the product or design is revised based on the results of the post test. The results of this trial data were analyzed to see how the effectiveness of the media was developed based on the results of tests carried out during media testing. The following is presented the value of students who have been accumulated and taken the average value.

Table 12. Percentage of Student Value Gain in Class IIA

No	Test type	The number of students		Classical Percentage (%)
		Not completed	Completed	
1	Initial Test	30	0	0%
2	Final Test	14	16	53,33%

Based on the data listed in the Table above, it is known that the Initial Test, students who reach the standard score on the minimum criteria and at least 0 students or 0%. Furthermore, the achievement of scores on the Final Test that reaches the standard score on the complexity of the criteria and at least 16 students or 53.33%. Based on the achievement of classical criteria, it can be concluded that (1) there is an increase in the understanding of students using Big Book media, (2) the ability to understand using Big Book media has not yet reached the level of classical compliance

with the criteria set kriteria 70. This means that compatibility and classics have not yet been achieved. From the results of this product trial, there are several effectiveness indicators that have not yet reached the specified criteria, so there is a need for a review of Big Book media.

Try Use

After going through the first phase of the trial, which is product testing, the researchers then conducted a trial of Big Book media in the second or final stage, namely the use trial. In the trial the use was tested in the same elementary school but in a different class, namely in class IIB with The number of students as many as 30 people. In this usage trial it is expected that classical criteria can be achieved and experience an increase from the first test before being analyzed. After completing learning, the results of the trial data are analyzed to see how much Big Book media effectiveness. The data can be seen in the following Table:

Table 15. Percentage of Student Value Gain in class IIB

No	Test type	The number of students		Classical Percentage (%)
		Not completed	Completed	
1	Initial Test	27	3	10%
2	Final Test	4	26	86,66%

Based on the data listed in the Table above, it is known that the Initial Test of students who reach the standard score on the criteria for completeness is at least 3 students or 10%. Furthermore, the achievement of scores on the Final Test which reached the standard score on the minimum criteria and a minimum of 26 students or 86.66%. Based on the achievement of classical criteria, then (1) there is an increase in students' understanding of concepts by using Big Book media, (2) the ability to understand using Big Book media has reached classicism in accordance with the established criteria, namely KKM of ≥ 70 .

Conclusion of the Results of Expert Validation and Product Trial Results

After going through the assessment, comments and suggestions from experts, the percentage of assessment is as follows:

Table 16. Recapitulation of Values from the Expert Team

No	Activities	Final Value Results That Reach Valid Criteria
1	Language Feasibility	82%
2	Feasibility of Material	94%
3	Feasibility of Presentation	73%
Average value		83%

Based on the above data, it can be concluded that the Big Book media is valid based on the validity criteria set out in this study. In addition to validation, the Big Book media was tested on students. The conclusions from the results of the Big Book media trial on students are: (1) an increase in students' conceptual understanding (2) the ability to understand using Big Book media on the subject of theme III "My Daily Work" has reached the specified criteria. From the data that has been obtained that from the activities of the product trial phase and the usage testing phase, the results are presented in the form of the following Table:

Acquisition of Initial Test Value

Table 17. Percentage of Initial Test Value

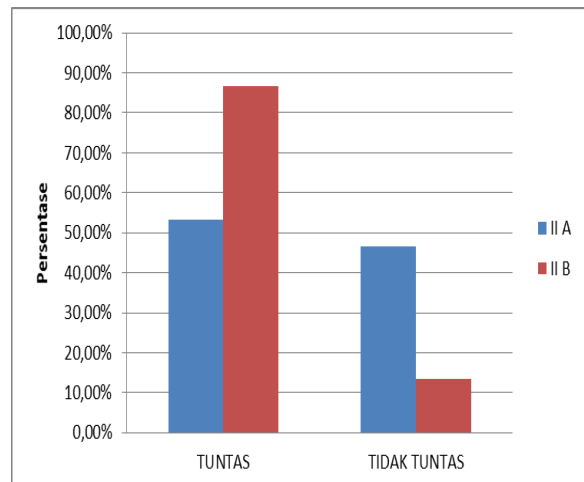
Activities	Completed	Not completed
Test the product Class II _a	0%	100%
Usage trial Class II _b	10%	90%

Perolehan Nilai Final Test

Table 18. Percentage of Final Test Score

Kegiatan	Completed	Not completed
Test the product Class II _a	53,33%	46,67%
Usage trial Class II _b	86,66%	13,34%

From the Table and diagram it is clear that the learning complexity of students in the testing phase of products in Class II_a in the Initial Test of 0% increased to 53.33% then in the trial phase the use in Class II_b on the Initial Test of 10% also increased to 86.66%, so the Big Book media products developed have been effective to be used in class II elementary school learning with the theme III subject "My Daily Job".



DISCUSSION

Discussion of Research Results

The ultimate goal of this research is to produce a product that is valid and effective to use. The final product developed in this study is the Big Book class II SD media with the subject theme III "My Daily Job". The product development process in this study uses the Research and Development (R & D) development model. According to Sugiyono (2013: 409) there are 10 steps to using the Research and Development (R & D) research model, namely: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) revisions design, (6) product testing, (7) product revision, (8) usage testing, (9) product revision and, (10) mass production. The first thing to do is this first step that the researcher made observations to the Medan State Primary School Experiment, as a place that was used as the object of research by researchers and collected potential and problems. After seeing the potential and problems then the research continues at the data collection stage which can then be used as material for planning. In this case the researcher collected data through direct observation to the school and took data from the teachers related to reading at the school.

After making observations and all the data collected, the next step the researcher did was to design the product design. With initial preparation, it is

preparing materials needed in making teaching materials such as paper for drawing, pencils, colored pencils or crayons. Then adjust the learning design with themes and sub-themes. After adjusting, the image is made according to the story, then colored so that the image looks more attractive. As a reference taken from sources that can be justified such as books and others that can support the process of making teaching materials. After the product has been designed, the next step is for the researcher to submit the product to the expert team to be validated to find out whether the product is suitable for use or not. This product assessment was carried out by 3 expert teams, namely in the field of grammar feasibility, namely by Prof. Dr. Khairil Ansari, M.Pd, in the field of material feasibility, namely by Dr. Wisman Hadi, M. Hum and the feasibility of learning design by Dr. Zuklifli, M.Sn.

In Big Book media development activities after completion of the design, the Big Book media is submitted to the expert team to be assessed and given suggestions for improvement. After being declared valid then the Big Book media was tested on students. Product testing is carried out in one school consisting of 2 classes. Product testing is the first time or product testing stage, namely in class IIa with The number of students as many as 30 students. Based on the product trials obtained as many as 16 students (53.33%) who achieved a complex and learning and as many as 14 students (46.67%) did not reach the completeness and learning. This means that classically it has not fulfilled the overall achievement of student learning and overall class. After conducting the first trial and revising the product, the next stage is the second trial or trial use, namely in class IIb with the number of students as many as 30 students. Based on the product trial, there were 26 students (86.66%) who achieved learning complexity and as many as 4 students (13.34%) did not reach learning and completeness. Thus it can be concluded that the resulting Big Book media is effective for

use in learning activities. From the results of the above research, it can be concluded that the use of Big Book media in learning subject III theme "My Daily Work" can improve students' reading comprehension. This is reinforced by the data on the level of classical compatibility in the trial usage in class IIb of 86.66%.

Description of Product Effectiveness

The effectiveness of the Big Book media that has been developed can be seen from the results of the trial. Product testing activities are carried out twice. Product testing was carried out in class IIa with a subject of 30 people and trial use was carried out in class IIb with a subject of 30 people.

1. Product Test Results

Product trials were conducted on class IIa classes with a subject of 30 people. In testing this product a trial was conducted on the use of Big Book media that had been developed. Data from product trial results were analyzed to determine how much Big Book media effectiveness was developed based on the pre test and post test. The results of the pre test and post test class IIa can be seen in the Table below.

Table 19. Pre test and post test results on product trials

No	Test type	The number of students		Classical Percentage (%)
		Not completed	Completed	
1	Initial Test	30	0	0%
2	Final Test	12	18	53,33%

Based on the data listed in the Table above, it is known that in the pre test, students in class IIa who reached the standard score in the minimum Indonesian criteria (KKM) of sebesar 70 were 0 people or 0%. Whereas the achievement of scores in the post test showed that as many as 18 students or 53.33% almost reached the Indonesian Language KKM of ≥ 70 . This means that incompleteness and classics have still not been achieved. The conclusions from the results of the product analysis and trials are: (1) an increase in understanding

of the concept of reading students using Big Book media, (2) the ability to understand using Big Book media has not yet achieved flexibility and classically according to established criteria. Based on the conclusions above, there are several effectiveness indicators that have not reached the criteria set out in the previous chapter. Therefore, it is necessary to review the developed Big Book media.

1. Use Test Results

Big Book media that have been tested at the product trial phase have not met the effectiveness criteria that have been previously set. Therefore, the researcher conducted a trial of usage. The usage test was carried out in class IIb with a subject of 30 people. In this trial, a trial was conducted on the use of Big Book media that had been developed. The results of the usage trial data were analyzed to determine the effectiveness of Big Book media developed based on the pre test and post test. The results of the pre test and post test class IIb can be seen in the Table below.

Table 20. Pre-test and Post-test results in usage trials

No	Test type	The number of students		Classical Percentage (%)
		Not completed	Completed	
1	Initial Test	27	3	10%
2	Final Test	4	26	86,66%

Based on the data listed in the Table above, it is known that in the pre test, students who achieved the standard score in the minimum criteria of completeness (KKM) ≥ 70 were 3 people or 10%. While the achievement of scores in the post test showed that as many as 26 students or as much as 86.66% had reached the KKM of ≥ 70 . This means that completeness and classics have been achieved.

Based on the data listed in Table 19 and Table 20 it can be concluded that the percentage of classic and complexities has increased. Percentage of comprehension and student learning outcomes in product trials and usage trials can be seen in the following Table:

Table 21. Persentase Perolehan Nilai Siswa yang telah completed

No	Activities	Completed	Not completed
1.	Test the product	53,33%	46,67%
2.	Usage trial	86,66%	10%

From the Table above, it is clear that the learning comprehension of students in the product trial is 53.33% and the usage test is 86.66%. This shows that the percentage of student learning comprehension has increased by 46%.

Based on the results of expert judgment and the conclusions of the results of data analysis at the stage of trial use, then all aspects that determine the validity and effectiveness of a Big Book media have been fulfilled. So the stage of Big Book media development has ended.

CONCLUSION

Conclusions that can be taken are based on the results of a study of the results of the research and discussion in the previous chapter, including:

1. Through several stages and a series of product trials on the development of teaching materials and reviewed from students as users, Big Book media can improve students' understanding of the content of the reading. Using Big Book media has achieved minimal compatibility criteria. This means that the Big Book media can be used in the second grade students of SD Negeri Experimental Medan to improve reading comprehension in the process of implementing better learning.
2. The results of the validity of teaching materials including into the category are appropriate and valid for use by grade II elementary students because they have gone through the assessment and validation of the expert team. This conclusion is based on the results of the analysis of experts consisting of grammar experts who are in a fairly decent qualification (82%), material content experts are in very decent qualifications (94%) and learning design experts are in decent qualifications (73%). Of all the validator assessments, the qualifications were quite feasible with an average score of 83%

3. Media that are developed effectively for use. The media is said to be effective because student learning outcomes have reached the specified criteria. This can be seen from the results of media effectiveness analysis. The effectiveness of the media is based on a two-stage trial. The results of the trial at the product trial stage obtained a score percentage of 53.33% and at the stage of the trial use the percentage was 86.66%. This means that the Indicator of effectiveness has been fulfilled.

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