



Big book to increase 5th grade students' reading literacy

Dian Permatasari Kusuma Dayu^{1*}, Niken Dwi Setyaningsih²

¹Universitas PGRI Madiun. Jl. Setia Budi 85, Kartoharjo, Kota Madiun, Jawa Timur 63118, Indonesia

²SDN 1 Jogopaten. Jl. Haji Muhamad Sarbini, Jangli, Jogopaten, Kebumen, Jawa Tengah 54361, Indonesia

* Corresponding Author. E-mail: dayuprasanda12@gmail.com

Received: 12 June 2021; Revised: 28 October 2021; Accepted: 26 November 2021

Abstract: This study aims to determine the effect of using big book media on students' reading literacy in class. This research used a quantitative approach. The research design was a pre-experimental one-group pretest-posttest design. Data collection techniques using tests and observations. The data analysis techniques were validity, reliability, normality, homogeneity, t-test, and N-gain tests. The subjects of this study were 50 students of grade V consisting of 35 females and 15 males. The results show that there is a significant effect of big book media on the reading literacy of grade V students in elementary schools. The results of the Statistical analysis of the t-count test is $6.349 > t\text{-table } 2,0$. It can be concluded that big book media, is effective on students reading literacy.

Keywords: big book, Indonesian language classroom, reading literacy

How to Cite: Dayu, D. P. K., & Setyaningsih, N. D. (2022). Big book to increase 5th grade students' reading literacy. *Jurnal Prima Edukasia*, 10(1), 1-8.
doi:<https://doi.org/10.21831/jpe.v10i1.41115>



Introduction

Reading is a bridge to acquire and develop other language skills, namely writing, speaking, and vocabulary skills. (Hiebert et al., 2012). Starting from elementary school to college, Indonesian always fulfills and becomes a lesson at the education level. The reading ability of Indonesian children is said to be still low. Research by the United Nations Development Program (UNDP) reported that Indonesians' reading interest is still low. In the learning process of many students who do not understand reading because the students' reading skills are still low. The problem of low reading literacy in schools is the lack of understanding of teachers' importance of instilling a literacy culture from an early age. Many schools or teachers believe that literacy is not important for elementary school-aged children. Many of them think that literacy is important when students reach their teens or high school.

Researchers in the field discovered this fact, that someone's low reading interest will affect his reading ability. This means that there is a close relationship between reading interest and reading ability. This is due to several factors causing the lack of students' motivation to instill that reading books is a useful activity. The environment around students is far from reading habits or culture. Another problem regarding literacy in schools is that teachers do not motivate their students to read books other than textbooks. Parents do not encourage children to prioritize buying books over hearing aid toys. Some students prefer playing online games to reading activities because they think they prefer playing online games. When outside of school, many students unconsciously spend hours on their social media instead of reading, whereas making time for reading is very difficult.

Reading to increase knowledge can be done by anyone's course, by way of reading science discourse. This is in line with (Frankel et al., 2016; Delgadova, 2015; Ariawan & Pratiwi, 2017; Senen et al., 2021) reading literacy activity is an activity to understand and reflect on a reading text to develop one's knowledge and potential to participate in society. Reading literacy is the most important indicator that can involve the competitiveness of individuals and countries. In recent years, the study of reading literacy has received increasing attention. Reading literacy is a global problem that requires serious attention. The International Student Assessment and Progress in International reading literacy Studies program shows some countries with low literacy rates, some of which did not significantly improve periodic evaluation, (Wijayanti, 2020; Li, 2018; Ariawan & Winoto, 2021). Can be developed literacy



skills in early childhood by recognizing the letters of the alphabet, recognizing 20 letters and their sounds, starting to have phonemic awareness (every word has a sound element), and starting to read and write simple and capable vocabulary-vowel-consonants recognize some simple words, (Mahayanti & Asrina, 2017; Andriana et al., 2017).

Reading is a complex cognitive skill developed in stages by gathering and processing information drawn from written discourse, (Radach & Kennedy, 2013). Reading literacy achievement is a measure of text-based reading comprehension. Reading is an important skill for language learners to develop simultaneously with other language skills such as writing, speaking, and listening, (Memiş & Sivri, 2016; Haupt, 2015). Reading is a complex skill, a complex one that includes smaller sets, (Hiebert et al., 2012). Reading is the most crucial skill that humans must possess to understand and understand their terminology, which helps increase comprehension. Reading includes two aspects: listening and understanding, (Andriana et al., 2017).

Teaching and practicing reading activities to students is not easy and quite challenging. Teaching reading literacy for students requires innovative learning media because each student has special characteristics, (Wildova & Kropackova, 2015; Mehrpour et al., 2012). Reading literacy is very necessary to be trained and introduced to students because reading is a very important activity, and teachers must increase students' interest in reading. The thing that needs to be considered by teachers in designing learning programs is that teachers must design and use innovative learning media that will be used in teaching activities and can attract students' reading literacy activities in the classroom. The use of innovative learning media is expected to help the learning process become more meaningful for students who have learning difficulties and make it easier for teachers to facilitate the learning process. A study by Loughrey et al (2001) implementing a big book media is very agreeable.

Therefore, one of the efforts that can create enjoyable learning for the students is choosing suitable media for the teaching and learning process. A media of big books is the media that can increase the willingness, new interest, motivation, and stimulation in the students' reading, teaching and learning, especially in Indonesian lessons, (Loughrey et al., 2001). A big book is a large-sized book with printed text and illustrations with high visualization for students as the teacher reads the book to all students in the class. Big book allows students to learn to read by remembering and repeating readings. This media is one of the media that can motivate the students to write as well, (Colville-Hall & O'Connor, 2006). Big book media is a very large book with enlarged images used by teachers in shared reading, most commonly with a basic level. A study towards reading motivation found that integration with the community plays an important role in stimulating readers to second language reading motivation. Big books are reading a book that has large sizes, writing, and images. Picture books that are very large in size and used by the teacher in reading activities together. The size of the big book must take into account the readability of all students in the class.

The big book is a book with large sizes and colorful illustrations that teachers use to tell stories in a classroom. Big books to introduce grammar and vocabulary can be packaged in the form of a story. Certain sentence patterns in the story should be repeated so that the child becomes accustomed to hearing them. Large size and shape accompanied by pictures will make children more concentrated in literacy learning. The storyline is short (10-15 pages), the sentence pattern is clear, the pictures have meaning, the type and size of the letters are clearly legible, and the storyline is easy to understand. The big book increases children's participation and activity in learning, and the big book increases children's motivation and interest, (Rahim et al., 2009; Yaacob & Pinter, 2008). Big book is included in the category of large picture books. The use of picture books/picture books provides enormous benefits for children's learning. Big book big media aims to see clearer clear stories, such as when they read their own books. This certainly will be interesting for students, (Albiladi, 2018). Big book media can develop aspects of language development, including literacy skills in children, and foster student motivation and interest in reading books.

The big book is a media that has special characteristics that are raised, both in text and in images, and has special characteristics in terms of image form and color. So that in the learning process, reading activities occur together (shared reading) between teachers and students, (Thornton, 2012; Lee & Kim, 2015). In this case, large books certainly have a big influence on reading ability because, in this

approach, there is a process of interaction between teachers and students by using picture books and colors that contain interesting stories and plots. With the use of big books, children can tell the contents of the book (reading), pay attention to the teacher when reading the story (listen), and can stimulate children's comments about the content of the story or guess the continuation of the story (talking). In learning activities to read Indonesian using big book media, students are given the freedom to understand and interpret the reading or story. Also, at the end of the activity, the students made a summary of the reading. Therefore, we need innovative learning media to increase students' interest in reading literacy, using big book media, (Michaels, 1989). Based on the description above, the researchers concluded that innovative learning media is needed to improve students' reading literacy. Therefore, the big book learning media is suitable for students' reading literacy in class.

Method

This study used quantitative methods with a quasi-experimental type using two classes in its implementation. The research design used in this study was the pretest-posttest control group experimental research design. This research's participants and place are 5th-grade students in Indonesian subjects at elementary school in Indonesia, with 50 (35 female and 15 male) students. The sampling technique was sample random sampling.

Hypothesis testing in this study used the t-test. The data analysis technique used a t-test to see the effect of big book on reading literacy. The instruments were test and observation. The test sheet used description questions to measure and determine the effect of big book on reading literacy. The developed questions are in the form of descriptions. Simultaneously, the observation sheet was used to determine the feasibility of learning carried out by the teacher in using the big book learning media in the classroom's learning process. The data were analyzed using statistical techniques, namely the normality test and the homogeneity test t-test in this study used the independent samples test formula. And finally, the N-gain test was used to measure the difference between the pretest scores and the post-test scores obtained in each class.

Results and Discussion

Descriptive analysis is used to describe the data. To describe reading literacy data, it is used statistic technique including the score experiment and control classes. The results showed that by using the big book media, Indonesia's reading literacy increased. The details are described below.

Experimental class student reading interest data

The percentage of each reading literacy interest component will be summarized in the following table, as follows.

Table 1. Reading literacy experimental class

Component	Percentage
The enjoyable feeling in a reading activity	52,54%
The satisfaction in a reading activity	50,35 %
The active participation to read without any pressure	45,42%
More enjoyable to read than other activities	55,60%

The data about the interest of reading literacy above is done in the fifth grade of elementary school students in elementary school by using the learning media of big book. Thus, it can conclude that the percentage of each component above has different results. The percentage of the enjoyable feeling in reading activity is 52,54%, whereas reading activity satisfaction gets 50,35%. Thus, the percentage of the active participation to read without any pressure gets 45,42%, and the percentage of the enjoyable feeling to read than other activities get 55,60%. Feeling interested is an important thing that becomes a basis for the students' understanding of reading literacy. The following in Figure 1 is presented a diagram of the results of reading literacy.

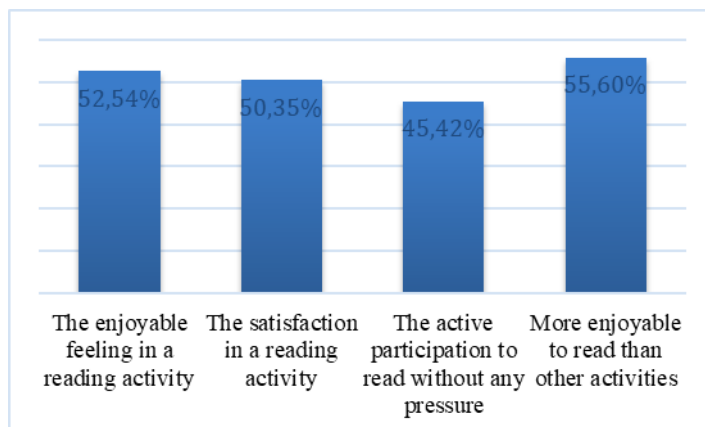


Figure 1. The results of reading literacy in the experimental class

Control class student reading interest data

The percentage of each reading literacy interest component will be summarized in the following table, as follows.

Table 2. Reading literacy control class

Component	Percentage
The enjoyable feeling in a reading activity	48,30%
The satisfaction in a reading activity	39,05 %
The active participation to read without any pressure	43,15%
More enjoyable to read than other activities	35,80%

The data about the interest of reading literacy above is done in the fifth grade of elementary school students in elementary school by using the learning media of big book. Thus, it can conclude that the percentage of each component above has different results. The percentage of the enjoyable feeling in reading activity is 48,30%, whereas reading activity satisfaction is 39,05%. Thus, the percentage of the active participation to read without any pressure gets 43,15%, and the percentage of the enjoyable feeling to read than other activities get 35,80%. Feeling interested is an important thing that becomes a basis for the students' understanding of reading literacy. The following in Figure 2 is presented a diagram of the results of reading literacy.

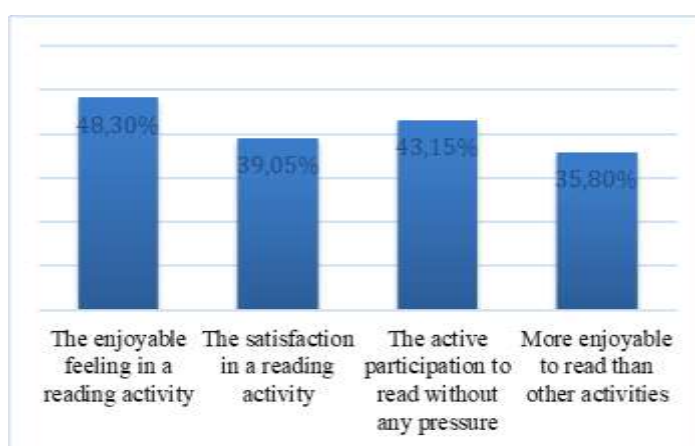


Figure 2. The results of reading literacy in the control class

Using learning media that is already validated its effectiveness will be able to get the students' attention and help the teachers deliver the learning materials. It will give the effect of the teaching and learning process. Therefore, the testing toward a learning media is very important to be done. In this case, it is a learning media of a big book. Teaching and learning activity using the learning media of a big book makes the student more interested and enthusiastic in the reading activity. In other words, the

reading literacy activity in the Indonesian lesson for the students in the fifth grade of elementary school by using this learning media is more effective to influence their reading literacy than not using it.

Normality test

The initial normality test is used to determine whether the pretest value comes from a sample with normal distribution or not. The normality test uses the Lilliefors formula provided that the group is normally distributed if it meets the $L_0 < L$ table criteria measured at a significance level of 0.05. The results of the normality test are presented in Table 3 below.

Table 3. Normality test results

Class	L_0	L-table	Conclusion
Pretest	0.1293	0.1806	Normal distribution
Posttest	0.1390	0.1907	Normal distribution

Based on the table, the posttest value calculation with n of 20 obtained L_0 of 0.1390 and obtained an L table of 0.1907. Because $L_0 < L$ table is $0.1390 < 0.1907$, then H_0 is accepted. The pretest value with n of 30 obtained L_0 of 0.1293 and obtained an L table of 0.1806. Because $L_0 < L$ table is $0.1293 < 0.1806$, then H_0 is accepted. This means that it can conclude that the sample is normally distributed. From these results, it can be concluded that the results of the calculation of significance > 0.05 so that it is stated that the data distribution is normally distributed.

Homogeneity test

The homogeneity test was carried out with the Levene test. If the probability or significance value is more than 0.05, the data can be said to have the same variance (homogeneous). The results of the homogeneity test are presented in Table 4 below.

Table 4. Homogeneity test results

Class	Levene Statistic	df ₁	df ₂	Sig	Conclusion
Pretest	1,321	1	62	0,610	Normal distribution
Posttest	2,302	1	62	0,856	Normal distribution

Based on the Levene test in the table above, it obtained a significance of 0.610 in the pre-test value. Simultaneously, the data in the table above obtained a significance of 0.856 on the post-test value. The results of the calculation of significance > 0.05 . It can conclude that the pre-test and post-test question data above in the experimental class and control class have identical or homogeneous abilities or variations.

Hypothesis test

In this study, the t-test was used to prove the hypothesis of whether there is an effect of using big book media on the reading literacy of elementary school students. The level of acceptance of the hypothesis is tested with a significance level of 5%. If the value of t is smaller than the t-table at a significance level of 5%, there is no significant difference between the average pretest value and the average posttest value. However, if the t-value is greater than the t-table value at a significance level of 5%, there is a significant difference between the average pretest and the average posttest value.

Table 5. Hypothesis testing results

Class	f	Sig	t	df	mean	Std. Error	Concluded
Experiment	1,000	0,692	6,349	58	10,15	1,53	Accepted
Control			6,349	56,388	10,15	1,53	Accepted

From the results of the table above, it is known that the t-count is 6.349. Then it can be seen that t-count $6.349 > t$ -table 2,000. So it can be concluded that the hypothesis "there is an effect of the use of big book media on reading literacy in elementary schools" is accepted. In addition to the t-test, this study also carried out a normalized gain test to measure the difference between the pre-test and post-test values obtained from each of them. The following is the result of the normalized N-gain test.

Table 6. N-gain test

Class	Mean		N-Gain	Category
	Pre-test	Post-test		
Control	68,78	76,54	0,28	Low
Experiment	68,95	89,50	0,59	Medium

In the table, it can be seen that in the experimental class, there was an increase that was classified as higher than the control class. It can see by comparing the gain value in each class. In the control class, the gain value is 0.28 with the low category. Whereas in the experimental class, the gain value obtained is 0.59 in the medium category. From the N-gain test results, it can be concluded that there was an increase in the experimental class that was classified as higher than the increase in the control class. The increase in the experimental class was due to the provision of treatment in the form of the use of big book media in learning activities.

Discussion

Big book media is used in the experimental class to determine its effect on students' reading literacy. The big book is an interesting and fun medium that can help students optimize students' reading literacy. The teacher reads the story from the big book in front of the class using shared reading. The developed big book media contains several main components, namely stories that have learning and cultural materials, reflections on learning materials, and reading literacy training activities. Big book media can be used as media to support learning activities in the classroom. Story reading activities and activities in big book media can help teachers carry out active and fun learning activities for students.

Big book media is used through reading activities in learning activities. Learning using the big book media invites students to be more focused on reading material. The teacher invites students to understand the context or meaning of reading comprehensively through reading comprehension, which is done by reading together to have the same reading experience. Big Book in the learning process emphasizes reading activities and develops students' critical and creative thinking to understand the reading in the book. The learning approach using big book media tries to teach reading about reading in print media and attract students' interest to read and understand a passage, (Indrasari et al., 2018; Tse & Nicholson, 2014). The big book is a medium that can be used by teachers to convey learning material to students in the class. Through the big book media, students are more motivated and willing to read. The information or material presented by the teacher can be understood by students and can be conveyed optimally by the teacher, (Yaacob & Pinter, 2008; Wuryandani et al., 2020). Based on these developments, it can state that the big book learning media effectively improves students' reading literacy because the big book media is a media consisting of various images and colors. Therefore, pictures and colors can benefit students to understand the reading text and give a sense of motivation to read the story in the book. The stories in the big book media are packaged very attractively according to the indicators of cultural values raised by the researchers, namely those containing regional dances from several provinces in Indonesia and Indonesian cultural stories. Thus, this big book learning media product is suitable for use in literacy activities for elementary school students.

The initial product of the big book media that was developed consisted of the beginning, content, and end. The following is a further description of the initial product of big book media. Before being tested, will validate big book media. Expert validation is done by providing a big book media draft to the validator. The validator will provide an assessment regarding the feasibility of material and media content and suggestions for big book media products before being tested. In the assessment process carried out by experts, namely material experts produced an average score of 3.30 in the good category, and media experts received an average score of 3.50 in the good category. With the conclusion that the big book learning media deserves to be tested with revisions according to suggestions. This big book is suitable for use in literacy activities for fifth graders in elementary school. A big book is a storybook with special characteristics in its text and pictures, thus enabling shared reading activities between teachers and students, (Kiromi & Fauziah, 2016; Hartati et al., 2018)

Collected data through the acquisition of pre-test and post-test scores on students' reading literacy. After calculating the pre-test and post-test results of the two classes that were the research samples, the experimental class obtained the results of the value, namely the aspect the enjoyable feeling in reading activity gets 52,54%, whereas reading activity satisfaction gets 50,35%. Thus, The percentage of the

active participation to read without any pressure gets 45,42%, and the percentage of the enjoyable feeling to read than other activities gets 55,60%. Whereas in the experimental class, the results of the enjoyable feeling in reading activity gets 48,30%, whereas reading activity satisfaction gets 39,05%. Thus, The percentage of the active participation to read without any pressure gets 43,15%, and the percentage of the enjoyable feeling to read than other activities gets 35,80%. Based on these data, the post-test students' reading literacy scores in the experimental class were higher than those in the control class. The treatment or treatment is in the form of using big book media for students. This proves that big book media has a significant effect on students' reading literacy in Indonesian language learning.

It can be this from the use of big book media that has been implemented in the experimental class. The first time the teacher entered the classroom with the big book media, the students were curious about the teacher's media. Some students asked about what media the teacher brought and why it had a large size. Based on the explanation above, it can be concluded that the use of big book media can significantly affect students' reading literacy in elementary schools. It can see the result of a student's reading interest in the post-test scores in the experimental class. The use of big book media can increase students' reading interest in the classroom's learning process.

Conclusion

Big book media is effective on students' reading literacy. It means that there is a significant effect of using big book media on students' reading literacy. In practice, the teacher reads the big book first, and after that, students are given time to read it and understand the contents of the story. After that, students are allowed to retell the story's contents from the material in the big book media. In this big book media, there is an attractive design using a 3D design so that in the reading process, students are always enthusiastic about reading.

In this study, Students can influence reading activities by using big book media in the learning process. Therefore, big book media can be used as an alternative media for reading activities in elementary schools. Teachers can use big book media to encourage students to participate in reading activities in class actively. Therefore, it is recommended for teachers to use alternative big book media that are carefully prepared to help with reading activities.

References

- Albiladi, W. S. (2018). Effective English reading strategies: English language learners' perceptions. *International Journal of English and Education*, 7, 273–281. <https://doi.org/10.20944/preprints201912.0127.v1>
- Andriana, E., Syachruroji, A., Alamsyah, T. P., & Sumirat, F. (2017). Natural science big book with baduy local wisdom base media development for elementary school. *Jurnal Pendidikan IPA Indonesia*, 6(1), 76–80. <https://doi.org/10.15294/jpii.v6i1.8674>
- Ariawan, V. A. N., & Pratiwi, I. M. (2017). Implementing joyful learning strategy using treasure clue game method in order to improve reading comprehension skill. *Jurnal Prima Edukasia*, 5(2), 203–210.
- Ariawan, V. A. N., & Winoto, S. (2021). Total reading skills for elementary school students through the reading questioning answering model. *Jurnal Prima Edukasia*, 9(1), 44–54. <https://doi.org/10.21831/jpe.v9i1.34534>.
- Colville-Hall, S., & O'Connor, B. (2006). Using big books: A standards-based instructional approach for foreign language teacher candidates in a PreK-12 program. *Foreign Language Annals*, 39(3), 487–506. <https://doi.org/10.1111/j.1944-9720.2006.tb02901.x>
- Delgadova, E. (2015). Reading literacy as one of the most significant academic competencies for the university students. *Procedia - Social and Behavioral Sciences*, 178, 48–53. <https://doi.org/10.1016/j.sbspro.2015.03.145>
- Frankel, K. K., Becker, B. L. C., Rowe, M. W., & Pearson, P. D. (2016). From “what is reading?” to what is literacy? *Journal of Education*, 196(3), 7–17. <https://doi.org/10.1177/002205741619600303>
- Hartati, A., Sumarni, S., & Syafdaningsih, S. (2018). Pengembangan media big book berbasis dongeng Sumatera Selatan pada anak Kelompok B di PAUD Pembina Nibun [Development of big book media based on South Sumatra fairy tales for Group B children at PAUD Pembina Nibun]. *Jurnal*

- Tumbuh Kembang: Kajian Teori dan Pembelajaran PAUD*, 5(1), 1-14.
- Haupt, J. (2015). The use of a computer-based reading rate development program on pre-university intermediate level ESL learners' reading speeds. *Reading Matrix: An International Online Journal*, 15(1), 1–14.
- Hiebert, E. H., Samuels, S. J., & Rasinski, T. (2012). Comprehension-based silent reading rates: What do we know? What do we need to know? *Literacy Research and Instruction*, 51(2), 110–124. <https://doi.org/10.1080/19388071.2010.531887>
- Indrasari, A., Novita, D., & Megawati, F. (2018). Big book: Attractive media for teaching vocabulary to lower class of young learners. *JEES (Journal of English Educators Society)*, 3(2), 141. <https://doi.org/10.21070/jees.v3i2.1572>
- Kiromi, I. H., & Fauziah, P. Y. (2016). Pengembangan media pembelajaran big book untuk pembentukan karakter anak usia dini. *Jurnal Pendidikan dan Pemberdayaan Masyarakat*, 3(4), 38–47. <https://doi.org/10.21831/jppm.v3i1.5594>
- Lee, S., & Kim, I. (2015). Linear algebra with sage (Big book, free e-book, English version) All.
- Li, L. (2018). A practical research on improving reader's reading literacy by using WeChat Service under the perspective of PIRLS and PISA2018. *Creative Education*, 09(11), 1706–1712. <https://doi.org/10.4236/ce.2018.911124>
- Mahayanti, N. W. S., & Asrina, N. K. A. (2017). The implementation of big book as media to teach reading comprehension for the Sixth Grade students of elementary school. In *2nd International Conference on Innovative Research Across Disciplines (ICIRAD 2017)*, Bali, Indonesia, 134, 184-188. <https://doi.org/10.2991/icirad-17.2017.35>
- Mehrpour, S., Sadighi, F., & Bagheri, Z. (2012). Teaching reading comprehension strategies to Iranian EFL pre-university student. *Scientific Information Database*, 4(1), 107-139.
- Memiş, A., & Sivri, D. A. (2016). The analysis of reading skills and visual perception levels of first grade Turkish students. *Journal of Education and Training Studies*, 4(8), 161–166. <https://doi.org/10.11114/jets.v4i8.1663>
- Michaels, E. (1989). Let patients see their medical records, Ontario college says. *Cmaj*, 141(10), 1077–1079. <https://doi.org/10.1007/978-94-007-0753-5>
- Radach, R., & Kennedy, A. (2013). Eye movements in reading: Some theoretical context. *Quarterly Journal of Experimental Psychology*, 66(3), 429–452. <https://doi.org/10.1080/17470218.2012.750676>
- Rahim, N. A., Mansor, N., Rashid, S. M., Yahya, W. R. W., Subramaniam, V., & Roslan, S. N. A. (2009). The big books: Understanding the contents or illustrations? *International Journal of Learning*, 16(8), 197–206. <https://doi.org/10.18848/1447-9494/CGP/v16i08/46495>
- Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Science*. 16(5), 2300-2312. <https://doi.org/10.18844/cjes.v16i5.6337>
- Thornton, L. J. (2012). Book review: The big book of social media: Case studies, stories, perspectives and future media. *Journalism & Mass Communication Educator*, 67(2), 185–188. <https://doi.org/10.1177/1077695812443213>
- Tse, L., & Nicholson, T. (2014). The effect of phonics-enhanced big book reading on the language and literacy skills of six-year-old pupils of different reading ability attending lower SES schools. *Frontiers in Psychology*, 5. <https://doi.org/10.3389/fpsyg.2014.01222>
- Wijayanti, S. (2020). Indonesian students' reading literacy, 390, 61–65. <https://doi.org/10.2991/icracos-19.2020.13>
- Wildova, R., & Kropackova, J. (2015). Early childhood pre-reading literacy development. *Procedia - Social and Behavioral Sciences*, 191, 878–883. <https://doi.org/10.1016/j.sbspro.2015.04.418>
- Wuryandani, W., Sartono, E. K. E., & Fathurrohman. (2020). Development of big book media to increase understanding of Pancasila values in early class. In *International Conference on Educational Research and Innovation*, 127-130. <https://doi.org/10.2991/assehr.k.200204.023>
- Yaacob, A., & Pinter, A. (2008). Exploring the effectiveness of using big books in teaching primary English in Malaysian classrooms. *Malaysian Journal of Learning and Instruction*, 5, 1–20. <https://doi.org/10.32890/mjli.5.2008.7594>