Developing Literacy Skills in Writing Stories for Elementary School by Using Big Book

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Abstract: The purpose of this study is to identify the process and outcome of improving literacy skills in writing stories for elementary school students using Big Book. The steps taken from the ADDIE development model were used in this research model to develop teaching and learning media, which included five stages: analysis, design, development, implementation, and evaluation. The subjects of the preliminary field test were grades 4, 5 and 6 using the random sampling method. The research data was obtained through the interview technique, conducted after the observation process of classroom learning within three months of classroom learning. The data was collected by observation, interviews, product validation, and questionnaires. The result of this was a Big Book-based thematic textbook product with the TPACK model that has been tested and validated by experts. The average results starting from the assessment of the feasibility of Big Book textbooks by material testing, feasibility of textbooks by media experts, feasibility of Big Book textbooks by classroom teachers, feasibility of Big Book textbooks by small group testing and feasibility of Big Book textbooks by testing field obtained an average of 4.35. It means that the Big Book is very suitable to be used as a teaching medium in literacy learning for students.
Keywords: big book, literacy skills, writing stories

Introduction

Primary school children's education is a vehicle that provides a basic framework for forming and developing the basics of cognitive, affective, and psychomotor. It is important to be applied in line with the child's development to avoid being wrong in providing knowledge. The students need education to acquire the skills, attitudes, values, and experiences that will motivate them to get motivation for growth and learning (Elias, 1997). Education seeks to develop intellectual, moral, civic, and performance characteristics (Shields, 2011). This education aims to develop all the potential in the child, and it is hoped that the child can become a complete human being. Therefore, providing the right stimulus is very important. These stimuli can help children develop in all areas, including cognitive, language, social, emotional, physical, motoric, artistic, religious, and moral. One of the developments that need to be stimulated is language development (Setiyaningsih & Syamsudin, 2014).

The children can develop a strong foundation for literacy and reading development in education (Brown, 2014). Developing the habit of reading is of great importance, particularly for elementary school students (Diarani & Syamsi, 2019). Literacy is an essential matter that has been a remarkable concern for elementary schools (Rahayu & Mustadi, 2022). Literacy skills are manifested in various activities at school. School literacy activities include developing language skills (Rokhmani & Suhardi, 2021). Literacy certainly requires basic awareness and understanding of language. By optimizing literacy, it increases reading and writing power for the next generation. Because the culture of reading and writing is one of the benchmarks for a developed country. One of the supporting components in question is using media to improve children's literacy skills. According to (Flewitt, 2011), children's

readiness to achieve literacy development requires a variety of media. Education is needed to identify programs that can reliably work in a wide variety of research (Penuel et al., 2011). Providing children with additional space for writing is imperative, as this practice can significantly enhance their linguistic, cognitive, and writing abilities through effective instruction (Indriyanti & Prasetyo, 2018).

Based on the observations at Wildan Mukholadun Islamic Elementary School, it was found that in literacy learning, high-grade students, namely students in grades 4, 5 and 6, had difficulties developing simple paragraphs. In addition, in composing material, students have not been able to develop ideas and paragraphs well. Researchers found that in teaching literacy, the teacher did not use media to teach literacy, so students can be obtained information that students of literacy ability are still low. Students find it difficult to make sentences that are both written. The cause of student difficulty in mastering vocabulary is that the teacher conveys learning using the lecture method and the lack of instructional media. From need analysis and interviews conducted with the teacher, the researchers found that 75% of students stated that literacy skills in writing stories were still the most difficult. Based on the result of learning literacy in writing stories for high class in Wildan Mukholadun Islamic Elementary School, the students can't actively and interactive follow the learning process, especially in literacy in writing stories. The teacher also mentioned it is a low score, and the research has carried that out.

Therefore, based explanations above, it is necessary to have media for student learning assistance, especially in improving students' literacy skills. Learning media is one way to optimize children's literacy skills in elementary schools. The media used is certainly interesting and fun for children. Media use in learning will motivate children to learn literacy so that children's learning will increase. Of course, it will be accompanied by output in line with targets that have been adjusted to the age and character of the child. The educational benefits of using media in a learning context are contested (Greenhow & Lewin, 2016). Educators can use appropriate technologies to replicate traditional technology (Green & Hannon, 2007). It is very important to increase educator creativity in improving their material. Media refers to any means of communication that facilitates the transmission of messages from a sender to a recipient to engage children's thoughts, emotions, concerns, and interests to promote learning. Big Book media is a form of media that can be employed (Sadiman, 2014).

According to (Riyanto & Asmara, 2018), media refers to any means of communication that facilitates the transmission of messages from a sender to a recipient to engage children's thoughts, emotions, concerns, and interests to promote learning. Big Book media is one type of media that can be used. In addition, tools that can support learning inside or outside of school are learning media if it needs high creativity in developing and using learning media.

Up to now, it is lack of using digital media for learning (Clark & Aufderheide, 2009). Media use will increase the possibility of students understanding the material so that students learn a lot and can teach their skills according to their respites. The media can help teachers deliver learning material more effectively. In his opinion, the learning system and the media are inextricably linked because they share the same goals and objectives (Mutmainah et al., 2021). The material used in the learning process greatly influences the learning media that will be used. Learning media can be used for evaluation at the end of the learning process. It is hoped that the media will aid in the effectiveness of the learning process and the delivery of messages and learning content. Capable of piquing students' interest and curiosity so that learning objectives can be effectively communicated. The material presented must be appropriate for the learning media. Learning media is an extremely important factor in learning because it aids learning (Krishnamurthy, 2018).

According to (Kalsum et al., 2020), several things are emphasized in the function of learning media as a tool that can make learning more interesting and components that integrate to create the expected learning situation. Learning media can help to save time in the teaching and learning process. Can teach the quality of the teaching and learning process about the learning objectives. It is hoped that it will make everything abstract become real so that it is not difficult to use difficult words. Learning media may probably assist the teacher in building students' understanding, so the students' understanding will be more in-depth. Educational media can captivate students' attention, fostering their engagement and concentration during classroom instruction (Primamukti & Farozin, 2018).

One of the objectives of learning media is to present information to prepare effective instruction. The material must be neatly organized and psychologically aligned with the learning principles (Johan, 2015). By using this media, students would automatically learn about the concept of literacy, especially

in writing stories and how to write correctly according to the rules in writing. Learning media are the tools used to help the learning process that the teacher goes through (Sulthon et al., 2021). Learning media is an inextricably linked component of the teaching and learning process. The expected teaching medium is a form of instructional media that facilitates direct engagement and interaction between educators and learners (Christian & Prasida, 2018). It is expected that learning objectives will be delivered as desired. Teachers can more easily transfer knowledge and help students understand learning through media. Submitting material and messages during the learning process will be simpler and more effective, increasing students' interest and motivation to learn. Learning English is considered difficult, and the media used is also minimal, so the researcher offers learning media to help students better understand writing. One way to be effective in learning literacy, especially in writing stories, is to use learning media. The Big Book is one of the learning media. One type of print learning media is Big Book media. The Big Book Media refers to a substantial volume containing magnified visuals educators use during collaborative reading sessions, typically at an elementary level (Dayu & Setyaningsih, 2022).

Using Big Books can create a conducive learning context because children can interact more with teachers and their peers. The Big Book is a favorite for all subjects. Thus, using Big Books can foster fun learning for children so that children's literacy skills develop optimally (Normaliza & Nik, 2010). The Big Book is key to performance indicators (Peterson, 2006). With Big Books, teachers can give materials to the students easily (Indrasari et al., 2018). It can make the students interested and enjoy their learning. According to (Colville-Hall & O'Connor, 2006), making a Big Book has six characteristics. They are short stories, a rhyme pattern, big pictures, repetitive phrases, and familiar vocabularies for young learners, they are interesting, and there is a humor element.

The focus of using Big Books in this research is related to literacy. As Teale & Sulzby (1989) said, young children learn to read and write. Students are given a simple explanation regarding correct writing in line with the spelling that has been perfected, accompanied by illustrations to support literacy. After students understand the material or the intent of literacy, students are invited to express their ideas in writing, especially about writing children's stories. Story writing is very popular with children in elementary schools (Behrang & Orso, 2020). Before using the Big Book, students are introduced to literacy-related teaching materials. Hopefully, the availability of textbooks and large books will make it easier for students to learn about literacy and its development and put it into practice in writing.

Methods

This large book media development research used the Research and Development (R&D) model or research and development. Research and development depend on one's perception of what exists (Smith, 1996). Research and development methods are used to create specific products and test their effectiveness (Sugiono, 2017). The research and development phase of the learning system can be examined through a series of tasks performed by educators in carrying out their primary responsibilities, beginning with designing, implementing, and evaluating learning. Because the system consists of input, process, and output components, the learning system developed has a broad meaning. The learning input component consisted of student characteristics, teacher characteristics, infrastructure, and learning support devices. The process component focused on strategies, models, and methods of learning. The learning outcomes and impacts are the output component. The learning system research and development model can choose one of the system components, but in its application, it must consider other system components (Haristah et al., 2019).

The steps taken from the ADDIE development model were used in this study's research model to develop textbook learning media, which includes five stages analysis, design, development, implementation, and evaluation. Furthermore, this model can create various products, including models, learning strategies, methods, media, and teaching materials (Al Azka et al., 2019).

Various methods are used to determine the sample in the study. The sampling technique is divided into two types, probability sampling and non-probability sampling. In this study, the researchers used probability sampling, a sampling technique that gives each population element an equal chance of being chosen as a member of the sample.

The sample in this study was 4th, 5th, and 6th-grade students of Wildan Mukholadun Islamic Elementary School using a random sampling approach. Simple random sampling is a technique for taking samples by determining the interval distance based on the status of the population list (population

frame). Consequently, this technique allows each population to serve as a representative sample for research purposes. The number of samples in a study is also determined according to the magnitude of the significant tariff applied (Nurdin et al., 2018).

To collect research data was used observation and interviews using a questionnaire. Researchers with classroom teachers and students conducted interviews in this research and development. A questionnaire was used in this study as the research instrument. A questionnaire is a data collection technique in which respondents are asked to answer questions or written statements (Hasan, 2015). This questionnaire was used to determine the feasibility of the product the researcher will develop. Questionnaires were addressed to instrument, material, and media experts, teachers, and students in the Development of Textbooks in the form of Big Books. A questionnaire was distributed to instrument experts before being distributed to material experts, media experts, teachers, and students in response to the feasibility of learning media in this study.

To ensure whether the product is valid or not, it needs validation (Kolandan & May-Benson, 1982). In this research and development, there are four subjects for validation, 1) Sri Utami, M.Pd. as a material expert, 2) Abd Charis Fauzan, M.Kom. as a media expert, 3) Indah Yulianti, a grade teacher, 4) A team of experts comprised of material and media specialists to review the product. Material specialists would evaluate the curriculum compatibility, correctness, sufficiency, and accuracy of product content. Experts in the media evaluated the integrity of the utilized media, including whether the media were utilized. The lecturers and classroom instructors who served as validators were media specialists and subject matter experts. Validation was performed to determine the viability of this product and what must be improved to produce superior media.

Analysis data was needed to know the information (Sandelowski, 2000). In this study, data analysis techniques are needed to obtain the suitability of the learning media and improvements to be used in the evaluation. This innovation utilized data analysis methods, specifically descriptive analysis. Measuring standards used description analysis to evaluate the effectiveness evaluation's results because the data acquired consisted of quantitative data in numbers and qualitative data in sentences. Quantitative data were analyzed using standard calculations, while qualitative data were evaluated creatively and effectively. Descriptive results are used to analyze the level of product design validity in Big Book media.

Table 1. Evaluation Score of Respondent's Choice

Category	Score
Very Worthy	4.3 – 5.0
Worthy	3.3 – 4.2
Enough	2.3 – 3.2
Not enough	1.3 – 2.2
Not feasible	0 – 1.2

Based on Table 1, there are five categories for the score of the respondent's choice. The scoring category is not feasible, not enough, enough, worthy, and the highest is very worthy (Sugiyono, 2017b). To determine the percentage of evaluation scores using the calculation formula, the following formula is obtained:

$$Ps = \frac{s}{n} \chi\ 100\ \%$$

Notes:
Ps = percentage
s = number of respondents who answered
n = total items

Results and Discussion

The product developed in this research is a big book textbook containing material on literacy for high grades, namely grades 4, 5 and 6 at Wildan Mukholadun Islamic Elementary School. This Big Book was created as a medium for literacy learning for high school and elementary school students. The presentation of the data in this study consisted of an assessment of the feasibility of the media by material experts, media experts, classroom teachers, small group trials, and large group/field tests (Zainuddin et al., 2022). The following is a presentation of data from the results of the study.

Table 2. Feasibility Assessment of Big Book Textbooks by Material Experts

No	Eligibility Aspect	Total Score	Average
1	Contents	59	4.53
2	Language	32	4.57
	Total	91	4.55
	Category		Very Worthy

According to Table 2, the evaluation of big book textbooks by material experts is "Very Eligible," with an average score of 4.55 in a range of 4.3 to 5.0. According to the validation results obtained from material experts, the developed pocketbook is "worthy of testing in line with revisions and suggestions.".

Table 3. Feasibility Assessment of Big Book Textbooks by Media Experts

No	Eligibility Aspect	Total Score	Average
1	Contents	38	4.22
2	Language	48	4.00
	Total	86	4.11
	Category		Worthy

Based on Table 3, the assessment of big book textbooks by media experts is said to be "worthy" with an average score of 4.11 in the range of 3.3 to 4.2, which means that pocketbook media is included in the Eligible category. The validation results obtained from media experts indicate that the developed pocketbook is "worthy of being tested according to revisions and suggestions".

Table 4. Big Book Textbook Feasibility Assessment by Class Teacher

No	Eligibility Aspect	Total Score	Average
1	Contents	59	4.53
2	Language	25	4.16
3	Presentation	38	4.75
4	Graphics	51	4.63
	Total	173	4.51
	Category		Very Worthy

Based on Table 4, the assessment of big book textbooks by classroom teachers with an average score of 4.51 in the range of 4.3 to 5.0 means that the pocketbook media is in the Very Eligible category. The results obtained from the classroom teacher indicate that the developed big book textbook is "worthy of being tested according to revisions and suggestions".

Table 5. Big Book Textbook Feasibility Assessment by Small Group Test

No	Eligibility Aspect	Total Average Score	Average
1	Contents	27.47	3.92
2	Language	16.65	4.16
3	Presentation	28.48	4.06
4	Graphics	33.80	4.22
	Total	106.40	4.09
	Category		Worthy

Based on Table 5, the big book teaching media assessment by the Small Group Test with an average score of 4.09 in the range of 3.3 to 4.2 means that the big book teaching media is in the Eligible category. The results from the small group test indicate that the big book textbook developed is "fit to be used as a medium in learning in line with revisions and suggestions".

Table 6. Big Book Textbook Feasibility Assessment by Field Test

No	Eligibility Aspect	Total Average Score	Average
1	Contents	31.56	4.50
2	Language	18.20	4.55
3	Presentation	31.76	4.53
4	Graphics	36.40	4.55
	Total	117.92	4.53
	Category		Very Worthy

Based on Table 6, the assessment of big book textbook media by field test/large group with an average score of 4.53 in the 4.3 to 5.0 range means the big book textbook is in the "very eligible" category. The field test/large group results show that the big book textbook developed is "very feasible". The average results starting from the assessment of the feasibility of big book textbooks by material testing, feasibility of textbooks by media experts, feasibility of big book textbooks by classroom teachers, feasibility of big book textbooks by small group testing and feasibility of big book textbooks by testing field obtained an average of 4.35. This means that the big book textbook is very suitable to be used as a teaching medium in literacy learning for high-class students at the Wildan Mukholadun Islamic Elementary School.

The medium created in this study is a big book textbook with basic writing motion material for elementary school students. Big book media development is divided into five stages: analysis, design, development, implementation, and evaluation. The analysis starts with curriculum analysis, analysis of student needs, and analysis of literacy subject matter, namely starting from understanding literacy, alphabet letters, using capital letters, using italics, creative writing with the right brain and left brain, recognizing children's stories, making children's story frameworks, characteristics of children's stories, differences in non-fiction fiction and making products in the form of children's stories. Based on the observations, an interesting learning media is needed and makes it easier for students to improve children's literacy. The next stage is to design a big book textbook with a compilation format according to the textbook, starting from the shape, size, introductory part, content, and closing. The design of this product is formed in the draft of the textbook. Big book textbooks designed are then produced to be validated by material experts and media experts.

Validation to experts aims to determine the feasibility value of the big book textbook media that was developed and revised according to input from experts. After being said to be feasible, the big book textbook was tested to determine the advantages and disadvantages of big book textbook media. This pilot activity consisted of two stages: small and large group/field trials. The small group trial consisted of 12 Wildan Mukholadun Islamic Elementary School students in grades 4, 5 and 6. In contrast, the large group/field trial consisted of 36 Wildan Mukholadun Islamic Elementary School students in grades 4, 5 and 6. The final stage was evaluation. At this stage, the researcher evaluated big book teaching media.

Experts determine the feasibility of large book textbooks during the validation stage. The researcher selected two experts as validators: material experts and media experts. The feasibility aspects evaluated include content feasibility, language feasibility, presentation feasibility, and graphic feasibility. The validation results by material experts were used to determine the material feasibility of pocketbook media. The feasibility of the content and the feasibility of the language are both evaluated. Overall, according to material experts' evaluation, big book textbooks received an average score of 4.55 in the Very Eligible category. As a result, this large book textbook is appropriate for classroom use. According to media experts, big book textbooks received an average score of 4.11 in the Eligible category. As a result, this large book textbook is appropriate for media-based learning.

The 4th, 5th and 6th-grade students of Wildan Mukholadun Islamic Elementary School are the test subjects for the research product of textbook media development. The student's response to the media feasibility assessment sheet is to determine the textbooks' material and media feasibility. The

textbook is evaluated in terms of content feasibility, language, presentation, and graphics based on the validation results. Eligibility With an overall average score of 4.09, the contents of the big book textbooks in the small group test are included in the Eligible category.

During the field test, I received an average score of 4.53. The average results ranged from the assessment of the feasibility of big book textbooks by material testing 4.55, the feasibility of textbooks by media expe of 4.11, the feasibility of big book textbooks by classroom teachers o, the feasibility of big book textbooks by small group test of 4.09 and the feasibility of big book textbooks by field testing of 4.53, so that if all of them are totaled and averaged, the average is 4.35. This means that the big book textbook is very suitable to be used as a teaching medium in literacy learning for high-class students at the Wildan Mukholadun Islamic Elementary School (Zainuddin et al., 2022). This study's results indicate that students can apply the big book method. The research results show that the level of students' knowledge can increase, and students are more skilled in writing stories. This is in line with the opinion, which states that increasing information can increase one's level of knowledge. Practicing this continuously can increase one's skill level (Saifudin et al., 2022).

Conclusion

The development of big-book textbook media was carried out in five stages. The first one is analysis. Curriculum analysis, student needs analysis, basic athletic movement material analysis, and goal formulation are all part of the analysis process. The design stage comes next. It is a step in developing a pocketbook in the form of a pocketbook draft for fundamental athletic movements. The third one is development. Development is a stage in creating a product that includes the creation of pocketbooks, assessment instruments, expert validation, and revisions. The fourth step is to put everything into action. Implementation is a stage in product testing that the validator declares achievable on small and large group/field test subjects. The fifth step is evaluation. Evaluation is a stage in determining the viability of a pocketbook as a whole as a material for measuring product development goals.

The feasibility of big book textbooks based on assessments from material experts, media experts and classroom teachers show an average of 4.55, 4.11, and 4.51. Meanwhile, for the response of high-grade students at Wildan Mukholadun Islamic Elementary School with the existence of a big book textbook, the average score was 4.09 for the small group test in the appropriate category, while for the large group/or field test, the average score was 4.53 with the appropriate category. Very worthy. Based on the research and discussion findings, it is possible to conclude that high-grade big book textbooks are ideal for use as learning media and a reference for independent study.

Researchers make the following recommendations based on the findings of this research and development. The results of this study can be used as a teaching instructional guide. The researcher hopes that this research and development can be developed to teach writing at another level, the researcher hopes that teachers can teach and provide creative, collaborative, communicative, critical thinking, logical computing, and compilation learning, and the researcher hopes that the next researcher completes the lack of books so that they can be improved or added for the better.

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