"Story Time!": Coping with Low-Motivated Students using Big Book

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Abstract

Background:
Reading the picture book provides students with numerous positive effects, especially young students, such as attracting students' interest, boosting creativity, providing a pleasant, relaxed vibe, and creating fun and meaningful learning. This research seeks to investigate whether the reading comprehension of low-motivated students who are taught with the big book or with the daily storybook varies significantly.

Methodology:
This study used quasi-experiments, and each group received treatment eight times. The participants were 44 students recruited to become the sample of this study, consisting of experiment and control groups.

Findings:
This study revealed that students with low motivation who taught with Big Book as a platform are better than students with low motivation taught on traditional media. Several factors have made a big book an instrument that has a more significant impact on students' perception of reading than conventional media. Secondly, students engaged more in-class reading than in conventional media. Thirdly, the book sparked the interest of students and inspired them to learn more. Fourthly, the Big Book helped students create the meaning of the text and appreciate the text more thoroughly.

Conclusion:
English oral books such as Big-Book are more effective than traditional content in the second year. This study and published data support this conclusion that using large books as a tool for second years' reading understanding affects students' understanding of lectures significantly. The statistical study has found that the total student readership in the test group is higher than the average student score in the control group.

Keywords: reading comprehension; low motivation; pupils; picture book.

1. INTRODUCTION

Reading is one way for school students to develop their English skills. Issues regarding the development of children's literacy have been discussed by many scholars (Dostal et al., 2021; Ye et al., 2021; Zhang et al., 2016; Zucker et al., 2021). It is crucial for primary and secondary school-age children. The absence of these skills is an essential problem faced in many Indonesian learning courses and urges undergraduates to study exclusively at primary and secondary schools (Nahdi et al., 2020; Nurkamto et al., 2021; Yuwono et al., 2021). However, the debate continues where many researchers limit screen time for children because it affects their motor, psychological, and cognitive development (REF).

They need a model of how print and sound are related and how meaning is then constructed from what they see and hear during the aloud reading process. The most potent picture storybook used, especially in large classes like Indonesia, is the Big Book. Sezer et al. (2021) emphasize that while mostly written for younger readers, certain books are also suitable for older readers. In L2 learning, several studies have also shown the impact of reading photographic books on L2 learning. For example, research has shown that reading the components of text and illustration leads to L2 learning in many ways (Louie & Sierschynski, 2015; Sun, 2020). The contributions of English image books to the intermediate stage of English L2 learning were also examined by (Biletska et al., 2021; Maynes, 2020; Streelasky, 2020; Sun, 2020).

Photobooks have also been proven useful to international or second-language English learners (EFL/ESL) at various ages. (Lotherington et al., 2019; Sadiq, 2020; Xi, 2020) investigated for example the impact of English image books on the development of vocabulary and learning behavior of Taiwanese primary school pupils. The findings show that photobooks have a positive impact on the vocabulary acquisition of young students and promote their interest in learning and their confidence. Mahayanti & Asrina (2017) demonstrated a major gap in their interpretation of reading between Big Book students and conventional media students. Ananta et al. (2018) researched and developed Big Book as an educational tool in SD Lab Undiksha Singaraja for secondary school students. The big books were identified as excellent mediums for the book's content (Indrasari et al., 2018). The purpose of this research is to find out whether the first grade of vocabulary at primary school is significantly influenced using large books before and after schooling. The results of this study show that the use of a big book has a significant impact on student vocabulary. Zucker et al. (2021) assessed early children's ability to recognize letters using large book media. The

findings indicated that the media large book would help children improve their ability to identify letters. Even though many research details the use of the big book for reading, it is still rare to see how the big book affects students with low motivation. Most of the studies focused on students generally, without looking in detail at children with low motivation. For this purpose, this research seeks to investigate whether the reading comprehension of low-motivated students who are taught with the big book or with the daily storybook varies significantly.

2. METHODOLOGY

This study employed quasi-experiments involve participants' assignment to groups conducted in the elementary school SD 3 Banjar (Creswell, 2018). The population of this study was the second-grade students of Elementary students. Before conducting this study, we sought IRB approval and approached the research site. We first contacted the head principal via phone calls to seek permission to conduct this study. Then, we contracted the teacher to connect us with the students to explain this study. The participant was 44 students recruited to become the sample of this study that consists of experiment and control group, 22 for each group.

There was a lesson plan and reading test as an instrument. An instrument is a method for quantitative data measurement, observation, or documentation (Creswell, 2018). The problem-solving skills test was in essay form. There were 8 lesson plans implemented for both groups, with the reading comprehension test consisted of a multiple-choice form test of 30 questions. Before the instruments were tried out, they were consulted with two judges to validity judgment. The result of the review from expert's judgment was six items of the question were dropped because they were not relevant to be used for try-out. Moreover, the result of the reliability test was 0.88 categorized as very high. The result still acceptable reliability coefficient used here is ≥ 0.65 (Cohen et al., 2005).

Treatment was conducted eight times for each group in this study. The experimental group received eight treatments in which the researcher in this research used four Big Books. The Little Dog was the theme of the first. The second theme was 'Days of the Week,' then the third was 'Hello Good Morning,' and the final theme was 'Get Dressed.' Since collected data was in the form of scores, it refers to a quantitative type of data. Two forms of statistical analysis were used to explain it: descriptive statistical analysis and inferential statistical analysis. In the statistical packages for social science, the data is coded, measured, and analyzed descriptively (SPSS).

3. FINDINGS

The findings are reported according to statistical analysis, respectively descriptive statistical and inferential statistical analysis, to analyze the collected results. Based on Table 1, the mean score of students in the experimental group was 81,59, while students' mean score in the control group was 73,64. It implied a substantial difference between the various treatments provided to the test and control community and the mean outcome. Meanwhile, the median score of the study group was 80,00 and the median score of the control group was 72,50. It revealed that the experimental group's middle score was better than the control. The study group's standard deviation was 8,221, while the standard deviation of the control group was 9,282. The variance for the study group was 67,587, while the variance for the test group was 86,147. It shows that students' performance in the control group was more comprehensive than that of the experimental group. The range score of the experimental and experimental groups was the same that is 35. Furthermore, the experimental group's maximum score and minimum score were 100 and 60, while the maximum score and minimum score of the control group were 95 and 60.

Table 1. Descriptive Statistics Analysis

Group			Statistic	Std. Error
Value	**Experimental**	Mean	**81,59**	**1,753**
		95% Confidence Interval for Mean — Lower Bound	77,95	
		95% Confidence Interval for Mean — Upper Bound	85,24	
		5% Trimmed Mean	81,49	
		Median	80,00	
		Variance	67,587	
		Std. Deviation	**8,221**	
		Minimum	65	
		Maximum	100	
		Range	35	
		Interquartile Range	10	
		Skewness	,143	,491
		Kurtosis	,343	,953
	Control	Mean	**73,64**	**1,979**
		95% Confidence Interval for Mean — Lower Bound	69,52	
		95% Confidence Interval for Mean — Upper Bound	77,75	
		5% Trimmed Mean	73,23	
		Median	72,50	
		Variance	86,147	
		Std. Deviation	**9,282**	
		Minimum	60	
		Maximum	95	
		Range	35	

Interquartile Range	15	
Skewness	,636	,491
Kurtosis	,012	,953

Furthermore, by seeing the result of the t-test, the researcher figured out whether Big Book's implementation as media had a significant effect on the second-grade students' reading comprehension achievement. The result of the t-test analyzed by using SPSS 17.0 can be seen in Table 2.

Table 2. Result of Hypothesis Testing

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.387	.241	3.489	136	.001	6.23188	1.78627	2.69943	9.76434
	Equal variances not assumed			3.489	133.235	.001	6.23188	1.78627	2.69877	9.76500

Based on Table 2 show the value of Sig. (2-tailed) was 0.001. It indicates that the observed level of significance (sig. (2-tailed)) was less than the standard alpha level (α = 0.05). Based on the result of the equal variances assumed, it was found that the t_{obs} was 3.489. The t-critical value was observed by using the t-critical distribution's value table.

Based on the Table, the t-value for df (degree of freedom) 170 was 1,978. Therefore, the comparison between t_{obs} and t_{cv} was 3.489 > 1,978. Since the value of t_{obs} was higher than the t_{cv}, then the alternate (Hα) theory has been accepted. This meant a significant influence on the perception of second-grade students by using Big Book.

4. DISCUSSION

The data collection showed that the big book as a tool had a huge effect on students' perception in terms of statistical analysis and inferential statistical analysis. This study revealed that students with low motivation who taught with Big Book as a platform are better than students with low motivation taught on traditional media. Their findings after the test indicate that the average score in the experimental students' sample was higher than that in the panel. As a consequence of inferential statistical research, big books also have a more significant impact on student understanding than traditional media.

Treatment was conducted eight times for each group in this study. The experimental group received eight treatments in which the researcher in this research used four Big Books.

The Little Dog was the theme of the first. The second theme was 'Days of the Week,' then the third was 'Hello Good Morning,' and the final theme was 'Get Dressed.' The investigator carried out some activities in implementing the Big Book as a medium. Three studies are pertinent to this study. The earlier investigations were conducted (Colville- Hall & O'Connor, 2006; Fahmi et al., 2015; Santi & Fergina, 2016). They saw that big books were potent media and had a significant influence on students' vocabulary. Big Book is more efficient than ordinary vocabulary books especially in teaching and studying. This media can attract students' attention, students are able to read it alone or the lecturer can read it before their students.

At the early-stage design phase, the researcher presented the sections of the book during this reading activity. The researcher pointed out to his/her audience that the Big Book is a book written by the author's friend, the author who was also the illustrator, and the illustrator of the book, respectively. This activity was used to provide knowledge of the plot in the form of previous knowledge. After reading the book's stories, students can create an excellent storyline based on the title and the front cover illustration. By allowing students to see the artwork for the Big Book Needle, they were able to reinforce the narrative's ideas. This is how the students are deciphering the narratives contained within the videos. It is believed that during this activity, students were ecstatic to see the Big Book, and the Big Book drew students' attention.

Read the entire page. In this step, the researcher reads the entire text from start to finish. The teacher carried out this task to make the students more familiar with the context and learn independently. The researcher was reading the same thing, but she did so very loudly with exact intonation and speech. In a particular paragraph, the researchers stopped to make the students guess what will happen in the next paragraph. Their instructor tested their knowledge of the plot. The students were enthusiastic and hated to offer their love and literature in the English coursebook. The researcher also provided more information on the book illustration to help students understand the storyline.

The third activity was re-reading. The researcher demonstrated the words and explained them to the students. By displaying the words, they became acquainted with their meanings and gained a better understanding of the text. After reading the activity, students related their own experiences to the story's meaning and their language to the text. The researcher and students read the whole story aloud and played games to assess their understanding of the final activity plot. And the last activity is close activities. The researcher

has provided the students with some enjoyable games to see the students' interpretation of the plot.

The study results revealed that the use of the big book as a medium for learning to understand literacy is more critical than conventional media. Several factors have made a big book an instrument that has a more significant impact on students' perception of reading than conventional media. Secondly, students engaged more in-class reading than in conventional media. Thirdly, the book sparked the interest of students and inspired them to learn more. Fourthly, the Big Book helped students create the meaning of the text and appreciate the text more thoroughly.

The popularity of the Big Book has increased as students have developed an interest in the teaching and learning process. Several experiments with the Big Book as a tool for teaching reading comprehension were conducted, and students were actively involved in the learning process from the start to the end of the activities. Every task required students to explicitly respond to questions about the stories and also inquire about the difficult words they discovered in the book. Additionally, the students enthusiastically responded to the questions. A narrative investigative methodology was introduced by Berg & McFarlane (2016) to examine the advantages of English-language image books at rural elementary schools in Taiwan. It was found that English picture books served as a contextual learning environment for both language and culture acquisition. Additionally, excellent opportunities for authentic teacher-student contact with English picture books were made available to teachers and students alike A follow-up study conducted by (Sezer et al., 2021) confirmed that picture books do help sixth graders build story narratives and motivate their learning.

The findings of this study supported many observational studies. Similar work has also been pursued by Chiu & Chen (2020) who found that big book offers a pleasant and comfortable climate in the classroom and drives students' attention to the process of education and learning. Conceptually similar work has also been carried out Picture books have been characterized as genuine, readable, contain high-frequency words, deal with different kinds of subjects, and are interesting (Callow, 2020; Choi et al., 2020; Lado, 2012). These characteristics have led to the success of photobooks in the teaching, reading, communicating, and listening of different language capacities and strategies (Jeyarani & Vasanthan, 2021; Reiber-Kuijpers et al., 2021). They added that the book was also a means of enhancing student literacy and a deeper understanding of the text. Further to the advancement of data innovation, digitalized instruction gives students an increasingly bright

and progressively prosperous learning condition, which can enhance the drawbacks of conventional teaching.

5. CONCLUSION

The results from this study and published data support this conclusion that using large books as a tool for second years' reading understanding affects students' understanding of lectures greatly. The statistical study has found that the total student readership in the test group is higher than the average student score in the control group.

Moreover, the t-observed value was shown as greater than the t-critical value in inferential statistical analysis. The alternative hypothesis (Hα) was accepted because the value of t-observed was higher than the t-critical. On the results were based, we can see that the researchers intend to recommend certain points to readers. The research findings show that English oral books such as Big-Book are more effective than traditional content when they are in the second year. Because it was found that students under the primary school feel like reading Old Story Book is boring, it is suggested that English teachers or other researchers teach students a traditional literary work in an English class in iTunes instead to please students. This media is proven to be highly effective at improving students' reading comprehension. This media is highly effective at helping students improve reading comprehension. For those who research the issue of opioid withdrawal, it is recommended that a more comprehensive/different community is strengthened by using various forms of the big book. Besides, an in-depth analysis will be done to find out the other benefits that the Big Book can give to the students an interpretation of reading, which should be beneficial to the students.

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