

## The Effect of The Use of Big Book Writing Media on Students Writing Ability

Zunidar

State Islamic University of North Sumatra Medan, Indonesia

zunidar@uinsu.ac.id

### ABSTRACT

*Learning requires media in bridging the messages conveyed by educators to students. One type of media that is commonly used in the learning process at the elementary age stage is big book writing media. This study aims to determine how the effect of using big book writing media on students' writing skills. The background of the research is at MIN Medan Tembung which is located at Jalan Pertiwi Ujung, Medan, North Sumatra. The type of this research is quantitative with Quasi Experiment method. The population of the data is 40 students (class VA and class VB), with a test instrument in the form of essay questions as many as 10 questions (pre-test and post-test). The results of this study found that (1) big book writing media made students interested in participating in the learning process, dared to express opinions, and played an active role during the learning process; and (2) Based on the average post-test results, the use of big book media on the ability to write stories has better writing skills. Based on the t statistical test in the post-test, it was obtained that  $t_{count} > t_{table}$ ,  $2.689 > 2.024$  ( $n = 20$ ) with a significant level of 0.05 or 5% which stated that  $H_a$  was accepted and  $H_o$  was rejected, it can be concluded that the use of big book media in learning has an influence which has a significant effect on the ability to write stories in the Indonesian subject of fifth-grade students at MIN Medan Tembung.*

**Keywords:** *Big Book Writing, Writing Ability, Learning Media.*

### ABSTRAK

Pembelajaran membutuhkan media dalam menjembatani pesan yang disampaikan pendidik kepada peserta didik. Salah satu jenis media yang lazim digunakan dalam proses pembelajaran tahap anak usia dasar ialah media *big book writing*. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh penggunaan media *big book writing* terhadap kemampuan menulis siswa. Latar penelitian bertempat di MIN Medan Tembung yang beralamat di jalan Pertiwi Ujung, Medan, Sumatera Utara. Adapun jenis penelitian ini ialah kuantitatif dengan metode *Quasi Experiment*. Populasi data berjumlah 40 siswa (kelas VA dan kelas VB), dengan instrumen tes berupa soal esai sebanyak 10 pertanyaan (*pre-test* dan *post-test*). Hasil penelitian ini menemukan bahwa (1) media *big book writing* menjadikan siswa tertarik mengikuti proses pembelajaran, berani mengutarakan pendapat, dan berperan aktif selama proses pembelajaran; dan (2) Berdasarkan hasil rata-rata *post test* bahwa penggunaan media *big book* terhadap kemampuan menulis cerita memiliki kemampuan menulis yang lebih baik. Berdasarkan Uji statistik t pada post test bahwa diperoleh  $t_{hitung} > t_{tabel}$ ,  $2.689 > 2.024$  ( $n=20$ ) dengan taraf signifikan 0,05 atau 5% yang menyatakan  $H_a$  diterima dan  $H_o$  ditolak, maka dapat disimpulkan bahwa penggunaan media *big book* pada pembelajaran terdapat pengaruh yang signifikan terhadap kemampuan menulis cerita pada mata pelajaran bahasa Indonesia siswa kelas V MIN Medan Tembung.

**Kata Kunci:** *Big Book Writing, Kemampuan Menulis, Media Pembelajaran.*

## A. INTRODUCTION

Indonesian as one of the basic "mandatory" materials for SD/MI levels, has an important role in training children's reasoning and interaction skills (Oktarizka, *et.al.*, 2018). Because, through language skills, children know the symbols of "letters/reading" around them, communicate with peers, parents and the community, and have social appreciation. This is based on the use of language as a tool for sharing one's experiences and intellectual abilities through communication (Agustin, 2015: 354-364).

Functionally, language functions as a communication tool that is used to exchange (sharing) thoughts, thereby increasing students' insight (intellectual power) (Usman & Setiawati, 2001). To be further interpreted, language is a real symbol of heart and mind signals that are conveyed orally. Various ideas, ideas, and opinions of a person will be revealed from his language skills. This is the basis of one's writing skills, namely language skills, ranging from sentence structure, vocabulary, and others.

Daily activities between humans (individuals) use language, however, Indonesian language development is needed according to the general Indonesian spelling guidelines (PUEBI) for children from an elementary age. This is intended to harmonize children's language skills with writing skills. In its implementation, various strategies are needed, including planning maturity, skilled educators, activity intensity (consistent), and adequate learning resources.

According to Junaida (2018: 15), language plays a central role in the art and language development of elementary age children. Language learning is expected to make students know themselves, the surrounding culture, the culture of others, and the local wisdom of the community.

Furthermore, Tarigan (2005) explains that the skills of conveying, writing, reading, and listening are the 4 (four) basic components of language skills. Where, the four skills are closely related to each other. So, ideally, these components complement each other (strengthen) the basic abilities of children.

Writing skills as one of the basic language skills for children, have an important role in children's lives. This is based on the function of writing as a "vehicle" or "container" where children express their ideas, thoughts, feelings, thoughts, and creations. Likewise, writing must still refer to the systematic use of language, simple diction that is easily understood by others, and the polarization of regular language structures.

In terms of writing skills, someone is categorized as beginner, clever, to advanced. This stage is passed through a long process (not spontaneous), from various education and

training obtained by children. Furthermore, Abdurrahman (2008: 223) explains that writing skills will help students in copying, taking notes, and completing school assignments. Likewise for learning to write, without having the ability to write students will have difficulty in taking notes, copying and completing school assignments.

The phenomenon in educational institutions (schools/madrasahs), shows that learning that takes place in the classroom and outside the classroom, often uses less attractive media, coupled with conventional methods (lectures). In fact, the activity of practicing writing skills requires clarity of thought and a comfortable atmosphere in issuing ideas (children's creativity). This is because many children are able to communicate ideas verbally, but it is difficult to communicate through writing.

One of the writing skills in elementary age children, commonly taught (trained) through writing stories or children's experiences. Where, the teacher asks students to tell their vacation experiences or other activities through writing. In this context, of course, media is needed as an alternative to help students pour their experiences into writing.

Based on the initial grandtour or preliminary study, researchers tried to apply learning media to train children's writing skills, namely big book writing. According to Triana, *et.al.* (2020), termed the big book, because this media has large and varied sizes of writing and images, ranging from the size of newspapers (newspapers), A5, A4, or A3 paper. In line with this, Indrasari, *et.al.* (2018: 141-158) suggests that the size of the big book given to students should refer to the total number of students and the level of effectiveness of their reading. Furthermore, Madyawati (2016: 174) explained that the advantage of this media lies in its high visuality so that it is interesting and makes it easier for students to read it.

In fact, research on the use of big book writing media has been studied from various aspects by previous researchers, namely the literacy skills of elementary age students (Sulaiman, 2017; Puspaningrum, 2015), early reading learning for elementary school level (Adnan, *et.al.*, 2019: 963-969; Syelviana & Hariani, 2019; Fatriani, 2018: 1-9), simple sentence reading skills (Hadian, *et.al.*, 2018: 212-242), storytelling method (Karyadi, 2018), media as the basis for developing children's character building (Kiromi & Fauziah, 2016: 48-59; Purnamasari & Wuryandani, 2019: 90-99), students' reading skills (Warsilah, 2020: 167-174; Septiyani & Kurniah, 2017: 47-56; Mahsun & Koiriyah, 2019: 60-78; Fitriani, *et.al.*, 2019: 237-246), students' critical thinking skills (Laily & Gunansyah, 2018), the effectiveness of using big book media (Ramadhan & Khairunnisa, 2021: 49-60; Ulfa, *et.al.*, 2021: 15-23), fostering children to enjoy reading (Latifah, 2020: 141-155; Prawiyogi, *et.al.*,

2021: 446-452), and efforts to improve student learning outcomes through the big book media (Andini & Supardi, 2015: 189-206).

Observing the description above, it is known that various aspects have been studied by previous researchers regarding the theme of big book media. Likewise, a gap analysis was found in this study, namely from the aspect of its relevance to students' writing abilities. On this basis, the author summarizes the research theme in the title, "The Influence of the Use of Big Book Writing Media on Students' Writing Ability".

## B. METHOD

This quantitative type of research uses the Non Equivalent Control Group Design research design, because in this design there is an experimental group that is treated and the control group is not treated. This research was conducted at MIN Medan Tembung, Jl Pertiwi Ujung, Medan City, North Sumatra Province. The population in the study were all students of class V-A with a total of 40 students (Assingkily, 2021).

## C. RESULTS AND DISCUSSION

The results of the pre-test and post-test in the experimental class are presented in the following table:

Table 1. Summary of Experiment Class Scores

Statistics	Pre-test	Post-test
The number of students	20	20
Number of Questions	10	10
Total Value	1070	1600
Average	53,5	80
Standard Deviation	11,47	7,45
Variance	139,736	52,63
Maximum Value	70	90
Minimum Value	40	60

The table above shows that the average pre-test value of the experimental class is 53.5 with a standard deviation of 11.47 and after being given treatment by being taught using the big book media, an average of 80 is obtained with a standard deviation of 7.45.

Meanwhile, the results of the pre-test and post-test in the experimental class are presented in the following table:

Table 2. Summary of control class values

Statistics	Pre-test	Post-test
The number of students	20	20
Number of Questions	10	10
Total Value	1050	1390
Average	52,5	69,5
Standard Deviation	11,46	12,34
Variance	135,526	152,368
Maximum Value	70	90
Minimum Value	40	50

The table above shows that the mean value of the pre-test control class is 52.5 with a standard deviation of 11.46 and after being given treatment by being taught using conventional media, it is obtained an average of 69.5 with a standard deviation of 12.34.

### ***Normality test***

Based on the results of the calculation of the results of students' writing abilities in Appendix 14 for the Pre-test value data for the control class, namely the class taught using the conventional method, it is obtained that  $L_{count}$  is 0.11 and  $L_{table}$  is 0.19, then the data is normally distributed. Because  $L_{count} < L_{table} = 0.11 < 0.19$ . The results of the calculations in Appendix 14 for the control class post-test value data, namely classes taught using conventional media on the results of their writing ability obtained

$L_{count}$  of 0.18 and  $L_{table}$  of 0.19.  $L_{count} < L_{table} = 0.18 < 0.19$ , it can be concluded that the control class students' writing ability samples were normally distributed.

### Normality Test Table

Group	Results	N	L <sub>count</sub>	L <sub>table</sub>
Experiment	Pre-test	10	0,18	0,19
	Post-test	10	0,8	0,19
Control	Pre-test	10	0,11	0,19
	Post-test	10	0,18	0,19

### Homogeneity Test

The test was carried out to determine the homogeneity of the variance of the two classes that were used as samples, the homogeneity test was used by taking the test scores of the students' writing ability results.

Group	Class	Sd <sup>2</sup>	F <sub>count</sub>	F <sub>table</sub>	Keputusan
Pre-test	Experiment	59900	1,031	2,1682	Homogen
	Control	57700			
Post-test	Experiment	129000	1,002	2,1682	Homogen
	Control	99500			

### Data Hypothesis Test

Hypothesis testing of the data was carried out in the post-test using the hypothesis test formula. H<sub>a</sub> is accepted if  $t_{count} > t_{table}$  and H<sub>0</sub> is rejected if  $t_{count} < t_{table}$ .

Group	N	Average	t <sub>count table</sub>		Conclusion
Class using Big Book media	20	80	2,689	2,024	There is a significant effect between cooperative learning and learning using big book media on students' writing skills
Class without using Big Book media	20	69,5			

The table above shows that the results of hypothesis testing on post-test data are known to have  $t_{count} = 2,689$ . The test criteria is to reject H<sub>0</sub> if the value of  $t_{count} > t_{table}$ . T<sub>table</sub> is taken from the t distribution table with the significance level used is 5% = 0.05 and dk = n<sub>1</sub> + n<sub>2</sub> - 2 = 20 + 20 - 2 = 38 using the excel formula = TINV (0.05; dk). Then the value of  $t_{table} = 2.024$  is obtained.

Based on the results of the research conducted at the MIN Medan Tembung, it involved two classes, namely the experimental class V-A and the control class V-B. Before being given treatment, both classes were given pre-test questions to determine the students' initial

abilities. The average value for the experimental class is 53.5 and for the control class it is 52.5.

After knowing the initial abilities of the two classes, then students are given different lessons on the same material, namely fairy tale material. Students in the experimental class were taught using the big book media, while the control class was taught using conventional methods. After being given different treatment in the experimental class and the control class at the end of the meeting, the students were given a post-test to determine the students' writing ability. The average value of the post test in the experimental class is 80 and the control class is 69.5. Based on the tests that have been carried out through post-test questions, the two classes are included in the homogeneous category.

Based on the previous hypothesis calculation, it shows that the results of hypothesis testing on post-test data are known to have  $t_{count} = 2.689$ . The test criteria is to reject  $H_0$  if the value of  $t_{count} > t_{table}$ .  $T_{table}$  is taken from the t distribution table with the significance level used is  $5\% = 0.05$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$  using the excel formula  $=TINV(0.05; dk)$ . Then the value of  $t_{table} = 2.024$  is obtained. Furthermore, comparing the calculated price and the table price, it is obtained that  $t_{count} > t_{table}$  or  $2,689 > 2,024$ , it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected, which means that the average learning outcome using big book learning media is higher than using conventional methods. Thus the alternative hypothesis ( $H_a$ ) which states that the writing ability of students who are taught using the big book learning media is higher than learning using conventional methods with a significant level of 0.05.

Before using the big book learning media, students paid less attention to the teacher's explanation, students were less active during the learning process, and teachers did not use media during learning so that students were less interested in learning Indonesian, especially in terms of writing. Meanwhile, after the implementation of the learning process using the big book media, in the experimental class the learning process became more active, the level of student interest was higher and they were very interested in the explanations given by the teacher. This is because using the big book media has several advantages, namely: 1) It has large size text and images so that all students in the class can see clearly, 2) The material in the Big Book is presented concisely and clearly, 3) Has a variety of colors that can attract the attention of students. So that students do not feel bored. Based on the description above, it can be concluded that the use of big book media can affect the ability to write stories in Indonesian subjects for fifth grade students of MIN Medan Tembung.

## D. CONCLUSION

Based on the description above, it is concluded that (1) big book writing media makes students interested in participating in the learning process, dare to express opinions, and play an active role during the learning process; and (2) Based on the average post test results, the use of big book media on the ability to write stories has a better writing ability. Based on the t statistical test in the post test, it was obtained that  $t_{count} > t_{table}$ ,  $2.689 > 2.024$  ( $n = 20$ ) with a significant level of 0.05 or 5% which stated that  $H_a$  was accepted and  $H_o$  was rejected, it can be concluded that the use of big book media in learning has an influence which has a significant effect on the ability to write stories in Indonesian subjects for fifth grade students at MIN Medan Tembung.

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