

**BIG BOOK MEDIA DEVELOPMENT OF REAL READING  
ABILITY AND COMMUNICATION ABILITY OF STUDENTS  
USING DIA TAMPAN STRATEGY  
(Experimental Research at Class I SDIT Cendekia Purwakarta  
Purwakarta District, Purwakarta Regency)**

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**Abstract:** This research was carried out on the basis of the low ability to read aloud students through the Big Book media as a learning medium based on the experience and knowledge of students. The purpose of this research is to improve the ability to read aloud and the ability to communicate through the big book media as a medium. This research was conducted using a dia tampan strategy learning. This study also uses research methods, namely Experimental Research on students of class I SDIT Cendekia Purwakarta, Purwakarta Regency. The indicator for the development of the big book media used is to improve the reading experience, errors and truths from large writings and illustrations, ideas for displaying books (book packaging display), as well as general ledger activities (in Umar). This Experimental Research was carried out 6 times. The results of this study indicate that the application of dia tampan strategy learning can improve the ability to read aloud and the communication skills of students with the big book media as a learning medium. In this study the creativity of students needs to be developed in particular the regional potential.

**Keywords:** Media Big Book, loud reading ability, communication skills, dia tampan strategy

## **1. Introduction**

In the 21st century this has changed a lot, especially in terms of the world of education as well as the people. The 21st century is also commonly said to be a knowledge era so education must be able to create graduates who have high knowledge and can utilize their knowledge to create a better life (Niemi, et al., 2016, p. 452, in rahman). Every interesting incident around us, we can watch it through social media. This event is neutralized through social media either intentionally or limited to sharing from friends' submissions to be used as consumption of information needed by the public. In addition to interesting events, there are also new terms used by social media users, both on Facebook, Twitter, what's app, line, Instagram, or others. The term kids era now or millennial generation is interesting to be discussed by all parties. Because this term is addressed to generations born in the early 2000s, where this generation always displays unique things that are the center of the world's attention. This millennial generation was born when the flow of information and technological advances were so rapid. They were born and raised in the digital era, so this generation is naturally called Net Generation or internet generation. Where is the gadget generation (Wahana, 2015: p. 15), the meaning is the generation whose daily lives cannot be separated from the use of gadget which is connected to the internet in social interaction in cyberspace. Since childhood, they have known or been introduced by their parents with various sophisticated gadgets. Not the least they have difficulty in using it in their daily activities. Everyone sometimes believes in hoaxes that emerge from the internet, because everyone is hard to escape from a cellphone or gadget. Because information that is easily accessible and widespread has an impact on the intellectual development of students. Currently students are increasingly critical and often mimic behavior that they think is good. Obviously, this will have a negative impact on students' behavior and intelligence if the information they receive is not good information. Referring to the problems that often occur to students, the teacher needs to be demanded not only to be able to teach and manage classroom activities effectively. However, teachers are required to be able to build effective relationships with students and the school community, use technology to support the improvement of the quality of teaching, as well as reflect and improve learning practices continuously (Poon, dkk., 2016 p.228, in Rahman). Learning is a process of interaction between teacher teaching and student learning that is oriented to the interests of students in a particular environment in accordance with established standards (Sutikno, 2014 p.12, in rahman). Every student has a different learning style so the teacher needs to facilitate students in accordance with their learning style. Learning style of students in terms of how students process information, social interaction and environmental factors (Jagig & Mohammad, 2016 p. 359, in Rahman). In addition to using technology to get information students must also be skilled. According to Sulaiman and Al-Muscati (2017: p. 121), states that Generation is a group consisting of individuals who have similarities in age range, and experience important historical events in the same time period. The range of generations studied began with, (1) the Baby Boomer Generation, born 1946-1964; (2) Generation X, born 1965-1980; (3) Generation Y, born from 1981-1994; (4) Generation Z, born 1995-2010; and (5) Alpha Generation, born 2011-2025. Based on research in elementary schools and communities, almost 80% of all people are focused on using a cellphone or gadget, with our cellphone or gadget we can play games, get any info including hoaxes. Hoax according to the Big Indonesian Dictionary, hoaxes are hoax or unknown or untested. In the Oxford English dictionary, hoaxes are defined as malicious deception or lies made with evil intentions. Negative hoax impact in the education area.

The negative impact attacks many psychological conditions.

1. Cause a sense of worry or anxiety for the teacher and students.

Apprehension appears when the teacher gets hoax information. This information is not related to subject matter. Information in the form of doomsday, SIM card registration. This causes teacher anxiety. This anxiety can interfere with the psychological state of the teacher which results in disruption of the learning process. This anxiety or concern can be transmitted to students if the information reaches students.

2. Ignite people for negative thinking

Hoaxes in 2017 are often used in political matters. Hoaxes are used to attack political opponents with the aim of making bad political opponents. From the author's observation this brings bad habits to society including teachers. In the middle of training or at the time the teacher's teacher often talks

about the negative news. And things that give rise to the habit of looking at other people without looking first the truth.

### 3. Igniting emotions

News hoaxes involving SARA often create emotions. This is also seen in the education area. Teachers or students who know hoaxes that are related to SARA are often protected by their emotions. This can be seen when they talk about it.

### 4. Wrong knowledge

Information in the form of knowledge concerning subjects also becomes a threat. Several times the author found information relating to this was conveyed by the teacher to his students. Many students still cannot think about whether it is true or not. They immediately trust. This is not good because the wrong information is justified and can be spread widely. Which ultimately results in a decline in knowledge.

### 5. Fraud

Sophisticated information and communication technology is often also used by fraudsters to commit fraud. In the world of education CPNS hoax information almost every semester appears. This information dissemination is often found on social media Facebook and then transmitted through the Broadcast message system. This information is very convincing. Because it is followed by the Ministry of Education Decree and signed. Non-permanent teachers (GTT) or Non-Permanent Employees (PTT) who have been waiting for this are a lot of strategies. The conditions created by the fraudster are continued by spreading the person to make a bid for the success of the CPNS by offering a certain nominal amount. This evidence can be found through TV news.

News hoaxes are very bad and detrimental in the education area. Losses are not material but more than that which is damaging the quality of the implementation of education and the quality of the next generation. We as teachers must be able to sort out information and provide supplies to our students to be more selective and prudent in receiving information. It turns out that the impact on students with the gadget students are too engrossed in their own world, playing online games, believing in hoaxes, when their parents call sometimes they are not heard, when the teacher gives an explanation sometimes it is less focused, because the mind is always with online games and hoax-hoax so that in learning and reading interest becomes less, especially in reading aloud and communicating.

Reading strategies are very important to be mastered by the reading teacher. There are many teaching reading strategies, reading teaching techniques, reading models or reading methods. One of the reading strategies introduced in early reading learning is *dia tampan* reading strategy. This name is proposed because in the teaching of reading the beginning, the letters first taught are the letters d, n, t, p, m.

One of the visual media that can be used in reading learning is the Big Book or ledger. Big Book is a story book that has a special characteristic that is raised, both text and images, thus enabling the occurrence of shared reading activities between teachers and students. Big books can be a medium for loud reading through joint reading activities can also be a good medium because it allows students together by working together to give meaning to the writing in it.

Reading learning in elementary schools is divided into two stages. For low classes (I, II, and III) are called preliminary reading, while for high grades (IV, V, and VI) are called advanced reading. Resmini and Juanda (2007, in Krisna) explain in high school elementary school, reading goals are directed at the ability to understand, interpret, appreciate, respond to reading and utilize appropriate reading comprehension strategies (p.79, in Krisna). It is expected that with good reading skills in class I students will have no difficulty in reading further in high class.

By reading aloud, students are expected to begin to reduce holding the gadget. This study focuses on *dia tampan* Strategy with the Big Book on the ability to read aloud and communication skills in elementary school with the subject of elementary school students in grade I.

The ability to communicate can also be called language skills because in communication language is used as the main media. Communication skills can be explained according to the level of language

skills. One of the descriptions is the ability to read. The fact shows that reading activity is one of the language skills that cannot be ignored in human life. Reading is a complicated or complex activity because it depends on the level of the reader reasoning and the ability to speak.

According to Tarigan (2008c; 7 in Taufina) reading is a process that is carried out and used by the reader to get the message to be conveyed by the author through the medium of words / written language. Reading can also be considered as a process to understand what is implied in the explicit, seeing the thoughts contained in the written words.

Crawley and Mountain (in Rahim, 2007: 2, in Taufina, 2016: 156) says that reading is essentially a complicated one that involves many things, not only to recite writing, but also involves visual, thinking, psycholinguistic, and metacognitive activities. As a visual reading process is the process of translating written symbols (letters) into written words. As a thought process, reading includes word data recognition activities, literal understanding, interpretation, critical reading, and creative understanding.

Tarigan (2013, p. 23, in Krisna) also mentions reading aloud, reading together, and oral reading (reading out loud, oral reading, reading aloud) as activities or activities that are tools for teachers, students and readers together with other people or listeners to capture and understand the information of the mind, and feelings of an author in his writing.

Bringing Books to Life Articles: Using Books in the Classroom states that reading aloud to students must be a regular feature in all classes and at all levels. The purpose of loud reading is to engage students in a pleasant reading experience, rather than direct teaching. Reading aloud to students provides sharing of pleasant written language experiences, which can form the basis for further language and the development of reading activities.

The importance of reading in everyday life is: first, reading can open new insights. Second, reading can give new insight to thought. Third, reading can educate intellectual, spiritual, emotional, and self-confidence that combine with humility. Fourth, reading makes a person an independent person in seeking knowledge.

Reality in the field, there are still many students who depend on the gadget. They are too preoccupied with their own world that always plays gadgets and always read hoaxes. So it becomes less interest in reading.

Therefore, the researcher will try to use dia tampan Strategy with the Big Book on the ability to read aloud and the communication skills of students in elementary school.

## **2. Literature Review**

### **a. Big Book Media with Dia Tampan Strategy**

Along with the times, science and technology, especially the education system, especially in schools, requires changes in the attitude of teachers in carrying out the process of teaching and learning activities in their class must be supported by learning resources and media. Basyiruddin and Asnawir (2002, in Umar) said that media is something that is channeling messages and can stimulate the mind, feelings, and willingness of the audience (students) so that it can encourage the learning process in itself. Furthermore, Gerlach and Ely in Sundayana (2014, in Umar) said that the media if used properly will help students to acquire knowledge, skills and attitudes. It can be concluded that the media is everything that is used in learning to facilitate the learning process in the classroom and outside the classroom.

Big Book is a reading book that has a large size, writing and picture. Big books have special characteristics that are raised, both text and images, thus allowing the occurrence of shared reading activities between teachers and students. The big book for beginner readers shows the teacher how to use the big book to improve the reading experience, errors and truths from large writings and illustrations, ideas for displaying books (book packaging display), as well as ledger activities (in Umar).

b. Dia tampan strategy is using the letters d, n, t, p, m in teaching the beginning of reading. The description of dia tampan strategy is as follows.

d -> there

didi

dudu

dede

dodo

there is dadi

there is a dodi

there is a dadu

there is didu

there is duda

there is dida

there is ida

n -> this

this is nana

this is nani

this is noni

this is nini

this is nina

this is nani

t -> that

that's tati

that's tuti

that's tita

that's tia

that's toti

that's titu

that's teti

p -> what

What is this

What is that

is this nina

is this daddy

m -> where

where is nana

where is nani  
where is nina  
where is noni  
where's mama  
where is mami  
where is momo

Some people know pipo as a call from Filippo "Pippo" Inzaghi, a football player from AC Milan club from Italy. Dida's name is also a football player from the AC Milan club. Likewise toti as a call from Francesco Totti, the club footballer AS Roma from Italy. The name is the name of the two vocalists T2 (tee two).

From the letters d, n, t, p, m the initial words appear, that is, this, that, what, and what. From these words, other letters can be taught. Other letters such as c, g, j, y, w, then b, h, k, l, then s, and r. For example in the following sentence.

c  
there is cica  
this is cici  
it's grandchild  
what is this cece  
where is ica

g  
there's dago  
this is teeth  
that's egi  
are these ribs  
where is ega

c. The ability to read loudly

Resmini et al (2006, in krishna) explained that reading is a language process. Children who will learn to read must understand the relationship between reading and their language. Reading is said to be a process because one of the essential steps is in the language that is written. Students focus on reading on single words and letters in the word then ringing it (p.2). Sounding a word can be done through loud reading activities.

Tarigan (2013, p. 23, in krishna) refers to reading aloud, reading together, and oral reading (reading out loud, oral reading, reading aloud) as activities or activities that are tools for teachers, students and readers together with people another or listener to capture and understand the information, thoughts and feelings of an author in his writing.

Reading aloud in elementary school requires the skills that students must master. Mastery of these skills can help teachers achieve goals in loud reading. The skills needed as stated by Barbed and Abbot (in Tarigan, 2013, p. 26, in krishna) are as follows.

Class I includes the skills to use the right speech; use the right phrase; have a good attitude and take good care of books; master simple punctuation marks such as dots (.), commas (,), and question marks (?).

Class II includes reading skills clearly and clearly; reading with feeling, expression; and read without stammering.

Class III includes reading skills with feeling, expression and understanding and understanding reading material.

Class IV includes the ability to understand reading material at the basic level and eye speed and sound: 3 words in one second.

Class V includes reading skills with understanding and feeling; a variety of loud reading speeds according to reading; and reading constantly looking at the reading.

Class VI includes the skill of reading aloud with feelings or expressions and reading with confidence (to yourself) using the appropriate phrases or wording.

Harris & Sipay (in Rahim, 2008, p. 124, in krishna) explained that loud reading contributes to all child development, including the following: (a) teachers can evaluate the development of students' reading skills, especially decapitation, phrases, and find teaching needs that suit the needs of students, (b) for readers, reading aloud can train oral communication skills while for listeners can practice listening skills, (c) students can dramatize or portray actors in the story, and (d) loud reading can be a medium exactly what teachers use for shy students.

Based on the explanation above, reading aloud has many advantages for students and teachers. Therefore, teachers need to develop effective loud reading activities.

#### d. Communication Capability

Every human being needs language in association, language as a communication tool. Both oral and written languages. Language has a very important role for human life in socializing with other people. As a communication tool, language has a function as a tool to convey ideas, ideas, ideals, wishes, other expressions that are human. Language skills are listening, speaking, reading and writing. these four skills must be mastered by students.

### **3. Methodology**

As a scientific activity, research steps must be clearly described. These steps can be described by the author as follows.

#### a. Research Method

Research methods are a scientific way to get data with specific purposes and uses. This type of research is a quasi-type experimental research design with a pattern of non-equivalent control group design. who uses two classes. Experimental class and control class.

This research was conducted 6 times in grade 1 SDIT Cendekia in odd semester.

#### b. Research Design

As described in the previous section, the research method that will be used is the experimental method.

#### c. Population and sample

1) Population: all 1st grade students at SDIT Cendekia

2) Sample: selected by sampling random sampling technique.

#### d. Data Collection Techniques

##### 1) Test

The test that will be carried out in this study consists of the initial test and the final test of students' reading ability. Initial tests are carried out to measure students' initial ability to read aloud while the final test is used to measure students' reading ability after the treatment is applied.

Learning outcomes to get a picture of the learning outcomes of the group of students taught by using dia tampan strategy with the big book media on loud reading and communication skills. And the group of students taught without using a dia tampan strategy with the big book media on loud reading and communication skills.

2) Questionnaire

Used by researchers in order to gather the opinions of students about the trials carried out.

e. Research Instruments

The instruments in this study are in the form of a loud reading ability test and communication skills: initial and final tests. Questionnaire guide.

f. Data Analysis Techniques

Data normality test was used Liliefors test, while the homogeneity of the data was used homogeneity test.

#### 4. Results and Discussion

##### Research Results

a. Overview of the results of the learning process using the media big book grade 1 students SDIT Cendekia Purwakarta

In the use of Big Book media the teacher provides an opportunity for students to ask or argue, and enable students to read each page. In general, the use of the media big book by the teacher has been carried out well so that students do not get bored.

When reading comprehension learning using Big Book media students are enthusiastic in following it. Students pay attention to the teacher when reading the text, the students are also enthusiastic in reading together on the text in the ledger.

b. Loud reading skills and communication skills of the early grade students of SDIT Cendekia before and after using the big book media.

Based on the results of research that has been conducted on SDIT Cendekia class I students totaling 28 students, the authors can collect data through tests conducted by the students themselves.

The results of the reading skill test were from the early grade students of SDIT Cendekia Purwakarta before and after using the big book media

No	Nama Siswa	L/P	Hasil Tes Keterampilan Membaca nyaring			
			Pretest	Kategori	Posttest	Kategori
1	Alghiri	L	48	Kurang	87	Sangat baik
2	Ammara	P	54	Kurang	84	Sangat Baik
3	Asyifa	P	45	kurang	80	Sangat Baik
4	Ayra	P	47	Kurang	72	Baik
5	Azalia	P	53	Kurang	83	Sangat baik
6	Bryan	L	45	Kurang	79	Baik
7	Dhiasyarafana	P	50	Kurang	78	Baik
8	Dzilazam	L	35	Kurang	78	Baik
9	Dzilda	P	40	Kurang	79	Baik
10	Farhan	L	58	Kurang	88	Sangat baik
11	Ghaitsaa	P	75	Baik	90	Sangat baik
12	Habibie	L	65	Cukup	88	Sangat baik
13	Harists	L	55	Kurang	81	Sangat baik
14	Khansaa	P	40	Kurang	78	Baik
15	Malik	L	45	Kurang	80	Sangat baik
16	M. Haikal	L	65	Cukup	89	Sangat baik
17	M. Abi	L	35	Kurang	75	Baik
18	M. Fadhil	L	50	Kurang	65	Cukup
19	Nikesya	P	55	Kurang	84	Sangat baik
20	Radhika	L	77	Baik	91	Sangat baik
21	Rahman	L	65	Cukup	88	Sangat baik
22	Raya	P	70	Baik	80	Sangat baik
23	Rifany	P	50	Kurang	80	Sangat baik
24	RR. Nayla	P	75	Baik	86	Sangat baik
25	San Ahid	L	62	Cukup	83	Sangat baik
26	Sheema	P	50	Kurang	73	Baik
27	Syafira	P	45	Kurang	78	Baik
28	Wanda	P	75	Baik	91	Sangat baik

The test results of the communication skills of the early grade students of SDIT Cendekia Purwakarta before and after using the big book media

No	Nama Siswa	L/P	Hasil Tes Keterampilan Membaca nyaring			
			Pretest	Kategori	Posttest	Kategori
1	Alghiri	L	48	Kurang	87	Sangat baik
2	Ammara	P	54	Kurang	84	Sangat Baik
3	Asyifa	P	45	kurang	80	Sangat Baik
4	Ayra	P	47	Kurang	72	Baik
5	Azalia	P	53	Kurang	83	Sangat baik
6	Bryan	L	45	Kurang	79	Baik
7	Dhiasyarafana	P	50	Kurang	78	Baik
8	Dzilazam	L	35	Kurang	78	Baik
9	Dzilda	P	40	Kurang	79	Baik
10	Farhan	L	58	Kurang	88	Sangat baik
11	Ghaitsaa	P	75	Baik	90	Sangat baik
12	Habibie	L	65	Cukup	88	Sangat baik
13	Harists	L	55	Kurang	81	Sangat baik
14	Khansaa	P	40	Kurang	78	Baik
15	Malik	L	45	Kurang	80	Sangat baik
16	M. Haikal	L	65	Cukup	89	Sangat baik
17	M. Abi	L	35	Kurang	75	Baik
18	M. Fadhil	L	50	Kurang	65	Cukup
19	Nikesya	P	55	Kurang	84	Sangat baik
20	Radhika	L	77	Baik	91	Sangat baik
21	Rahman	L	65	Cukup	88	Sangat baik
22	Raya	P	70	Baik	80	Sangat baik
23	Rifany	P	50	Kurang	80	Sangat baik
24	RR. Nayla	P	75	Baik	86	Sangat baik
25	San Ahid	L	62	Cukup	83	Sangat baik
26	Sheema	P	50	Kurang	73	Baik
27	Syafira	P	45	Kurang	78	Baik
28	Wanda	P	75	Baik	91	Sangat baik

Loud reading skills and student communication skills obtained through the instrument that is the reading comprehension test shows that at the highest pretest score 85 and the lowest value is 15. The average score obtained is 52.44 tends to be less with a standard deviation of 15.33. As for the posttest, the highest score was 96 and the lowest score was 65. The average score obtained was 83.98 which was very good with a standard deviation of 6.34.

c. The influence of the use of Big book media on loud reading skills and communication skills of early grade students of SDIT Cendekia Purwakarta.

1) Normality Test

Data normality testing is used to determine whether the data is normally distributed or not. If the data is normally distributed then the p-value is > 0.05 and if the data is not normally distributed then the p-value is <0.05.

2) Linearity test

Linearity testing is done to determine the linearity of the relationship between independent variables (X) with the dependent variable (Y). In addition linearity test will ensure whether the data we have is in line with linear lines or not. This linearity test was analyzed using SPSS for Windows software. The significance level set is ditetapkan = 0.05.

2. Hypothesis Test

Hypothesis Test Simple linear regression analysis, that is testing the hypothesis Is there any influence of using Big book media on loud reading skills and student communication skills by using dia tampan strategy at SDIT Cendekia Purwakarta.

*H0*: There is no effect of using the Big book media on loud reading skills and communication skills of early grade students by using dia tampan strategy at SDIT Cendekia Purwakarta. .

*H1*: There is the effect of using Big book media on the skill of reading aloud and communication skills of early grade students by using dia tampan strategy at SDIT Cendekia Purwakarta.

Based on the results of research conducted on early grade students by using dia tampan strategy at SDIT Cendekia Purwakarta. the sample of the study was 28 students in class I. The calculation of descriptive statistics shows that the average student literacy skills obtained through the instrument namely the reading literacy test and communication skills at the pretest were 52.44 which were less likely with a standard deviation of 15.33. As for the posttest, the average score of 83.98 was very good with a standard deviation of 6.34.

Students' reading skills can increase because they are influenced by several factors, as stated by Dalman (2013: 25) regarding the factors that influence reading include 1) motivation, 2) family environment, 3) reading material. Students' motivation to read gives a great influence on students' reading skills. Students who have the urge to read their reading skills are good. This can be seen from the attention of students when learning early reading, students who have high motivation to read the student will pay attention to the teacher when giving examples of correct reading so that students will be able to have good reading skills. Other factors that affect students' reading skills are related to reading material, reading material used in teaching reading is also very influential on reading skills. Reading material affects the reader to have an interest in reading and the ability to understand the contents of the reading. Reading material that is difficult to understand its contents causes students to be reluctant to read it. On the contrary, reading material that contains stories that are simple and easy to understand will attract interest to read them. In accordance with this, the story contained in the Big Book is a short and simple story that is easily understood by early grade students who are still at the beginning of the reading stage.

The results showed the influence of the use of Big book media on loud reading skills and communication skills of early grade students using dia tampan strategy at SDIT Cendekia Purwakarta. The teacher can choose the Big Book that the contents of the story and the topic in accordance with the interests of students or in accordance with the theme of the lesson. In fact, teachers can make their own Big Book according to the characteristics and needs of students. Big Book is used by the teacher while he is modeling or reading together. This type of book will interest students because it looks attractive to them. In line with the opinion of Nambiar (1993: 3-4) that using Big Book in the classroom trains students to activate prior knowledge, becomes a model of thinking processes, observes words, speaks activities, and trains prediction skills of students.

From the results of measuring the linearity test obtained  $p\text{-value} = 0.123 > 0.05$ , this means that there is a linearity that corresponds to the use of the big book media on student literacy skills. In addition, there is a significant influence between the use of the big book media on students' literacy skills can be seen from the results of hypothesis testing that is obtained  $p\text{-value} = 0.004 < 0.05$  which indicates that  $H_1$  is accepted. This means that there is an influence of the use of Big book media on loud reading skills and communication skills of early grade students by using dia tampan strategy at SDIT Cendekia Purwakarta.

## 5. Conclusion

Based on the results of research and discussion, the conclusions in this study are: In general, the use of the media big book by the teacher has been carried out well. This is because the teacher is not familiar with the use of the big book media and the observer is at the time of learning. When reading comprehension learning using Big Book media students are enthusiastic in following it. Loud reading skills and communication skills of early grade students at SDIT Cendekia Purwakarta before the use of the media big book by using dia tampan strategy showed that the average score obtained was 52.44 less likely while the reading skill and communication skills of the early grade students at SDIT Cendekia Purwakarta after using the big book media using dia tampan strategy, the average score obtained was 83.98 which tends to be very good. There is the influence of using Big book media by using the dia tampan strategy towards the skill of reading aloud and communication skills of early grade students at SDIT Cendekia Purwakarta.

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