



## THE USE OF BIGBOOK IN DEVELOPING Autistic STUDENTS' ALOUD READING SKILLS

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### ABSTRACT

This research was conducted at State Elementary School 131/IV Jambi City in the even semester of the 2021/2022 academic year. This research method is descriptive qualitative using data collection techniques in the form of interviews, observations and documents. From the results of the study it can be concluded that the use of Big Book influences the development of aloud reading skills of mild autistic students through shared reading activities focusing on vocabulary. It is worth trying out in the learning process because it is included in the category of attractive media with its appearance which is dominated by images and large and colorful text sizes. It is recommended that teachers can use the Big Book media in appropriate learning materials. Meanwhile, data analysis was carried out by collecting data, reducing data, presenting data and drawing conclusions. From the results of the study it can be concluded that the use of Big Book influences the development of aloud reading skills of mild autistic students through shared reading activities focusing on vocabulary. It is worth trying out in the learning process because it is included in the category of attractive media with its appearance which is dominated by images and large and colorful text sizes. It is recommended that teachers can use the Big Book media in appropriate learning materials.

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### 1. Introduction

Reading skills are one of the basic competencies that must be possessed by everyone. According to the National Education System Law number 20 of 2003, it is stated that education is held by developing a culture of reading, writing, and arithmetic for all citizens. It is an important thing that must be mastered in order to take the next level of education in elementary school as the basis of formal education. For this reason, each individual is required to have reading skills in order to obtain information and acquire knowledge. In line with [1] by reading everyone can increase their knowledge and open their horizons to the outside world.

Students are required to have reading skills in carrying out the learning process in schools in managing and understanding information. According to [2] Reading is the third component of language skills. Reading according to the Big Indonesian Dictionary is seeing and understanding the contents of what is written (by speaking or only by heart), spelling or reciting what is written, pronouncing, knowing, predicting, calculating, understanding. It is conceivable if this reading skill is only limited to reading without understanding, for example like a student who is looking for a library at his school but cannot read and understand the instructions that have been installed by the school. Reading is very important because reading is a process carried out to obtain messages or information.

In addition to informing yourself, reading is also useful for understanding all the information contained in the reading text so that it can be a contribution of knowledge (intellectual development) for the future of the reader itself, can stimulate mentally, reduce stress, increase vocabulary and expand your thinking. According to [3] in essence, reading is a physical and psychological process, where we visually observe writing and think in processing information in reading. Reading skills become an activity that must be used



as a habit in learning at school, such as requiring schools to read books other than subject books (every day) 15 minutes before learning, which is stated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015. The aspect of reading is basically thinking, such as remembering, understanding, distinguishing, comparing, finding, analyzing, organizing and applying what is contained in the reading involved in this reading process. Therefore, one of the factors involved in the reading process is the intellectual factor (IQ). Outside that,

ABK or children with special needs have the right to be skilled at reading. Children with special needs have various characteristics from each of their limitations.[4] The implementation of education for children with special needs is under the auspices of the inclusive education system. In inclusive education, children with mild, moderate, and severe needs are placed in regular classes. Education for children with special needs is classified into two types, namely: special education and special service education. In general, children with special needs include two categories, namely: children who have special needs that are permanent, as a result of certain disorders, and children with special needs that are temporary or temporary, namely those who experience learning and developmental barriers due to environmental conditions and situations. For example, children who experience difficulties in adapting to themselves due to riots and natural disasters,

Children with temporary special needs, if they do not get the right intervention and are in accordance with their learning barriers, they can become permanent.[5] This is also confirmed by Law no. 20 of 2003 concerning the National Education System which stipulates that "Citizens with physical, emotional, mental, intellectual and/or social disabilities are entitled to special education". To meet the needs of the community and legal demands, the government organizes education that pays attention to the specificity of students[6]. At this point, the concept of inclusive education seems to be in line with Indonesia's national education philosophy, which does not limit students' access to education just because of different initial conditions and backgrounds. Inclusion doesn't just apply to people with disabilities or special people, it applies to all children. Because of these limitations, inclusive education is considered as an educational service system that includes students with special needs who study with their peers at school. Inclusive Education is to give children the greatest opportunity to receive quality education that meets individual needs without discrimination.

Another juridical basis that supports the implementation of inclusive schools is stated in the 1945 Constitution (Amendment) Ps. 31: (1) reads 'Every citizen has the right to education. Paragraph (2) 'Every citizen is obliged to attend basic education and the government is obliged to pay for it'. UU no. 23 of 2002 concerning Child Protection, article 48 'The government is obliged to provide a minimum of 9 (nine) years of basic education for all children. Ps. 49 'The State, Government, Family and Parents are obliged to provide the widest possible opportunity for children to obtain education'.

Children with special needs certainly find several obstacles in achieving learning competencies at school, one of which is reading skills. Especially with autistic students, autism or autism is a mental development disorder in children that causes a child to have difficulty interacting socially[7]. Reading skills in autistic students more or less affect the competence of other subjects. According to[8] characteristics of autistic students who are less able to interact with other people in various situations in the usual way; (1) deep loneliness occurs; (2) has a close relationship with inanimate objects and can play happily; (3) Sounds, movements, and all actions of autistic children are monotonous and repetitive; and (4) the extraordinary vocabulary of the autistic child who can speak, a good reminder of the events of several years ago. A phenomenal ability that allows memorizing many poems and names as well as remembering precise patterns and sequences of objects. There is an autistic child who can only send echoes down his throat. Generally, the age of 5 years is considered an important starting point for language skills in children with autism. When an autistic child can finally speak,

Based on initial observations on October 4, 2021, at the inclusion school SDN.131/IV Jambi City, in grade 3, it was found 2 autistic students who lacked focus or concentration in reading, in addition to reading aloud their voices were not heard or came out while studying. So that students find it difficult to read, recognize the names of objects, and are less able to understand the meaning of simple sentences. Autistic students in this study are students with mild autism, in the sense that autistic students can be invited to communicate. However, it is possible that this student experienced a period of tantrums. The reading skills they have mastered in grade 3 are in accordance with the indicators of reading aloud, namely recognizing letters and reading them as syllables, words, and simple sentences. Therefore, to develop reading aloud skills, namely: reading with feeling, expression and understanding and understanding the reading material on autistic students need media that has an attractive appearance such as a big book.



Teachers need to use bigbook media to help autistic students in reading so they can concentrate because bigbooks have a view that is dominated by large, colorful pictures, large letters and words. According to [9] Big book is a picture story book that has special characteristics that are brought up both text and images so that it is possible to read together between teachers and students. Big book as a learning media can be a solution to develop reading skills in autistic students which is applied with a focus on reading together in class.

Previous studies conducted by [10] with the title Using Big Book Media in Improving Reading Ability of Class VI SLB Negeri Amurang Children's Reading Ability. The purpose of this study was to see how the reading ability of mentally retarded children in class VI SLB. The results of this study indicate that the Big Book media is effective, the effectiveness of the program can be seen from the achievement of success indicators, the results show that students are able to achieve 95% of reading at the beginning at the end of the baseline with 5 sessions. Thus, the similarities between this research and the research to be carried out are both using big book media and the difference is in different research subjects.

Based on the description of the problem above, the researcher wants to carry out scientific research as outlined in a thesis with the research title "Use of Big Books in Developing Autistic Students' Aloud Reading Skills".

## **2. Research Methods**

This research was conducted at Elementary School 131/ Jambi City in the even semester of the 2021/2022 academic year. This type of research is a qualitative research, the researcher wants to describe, study, and explore the use of big books in developing autistic students' reading aloud skills in elementary schools. Researchers classify data into two groups, namely primary data and secondary data. Data collection techniques use interview, observation and documentation techniques as well as data analysis techniques by collecting data, data reduction, data presentation and drawing conclusions.

## **3. Results and Discussion**

Big book is one of the learning media used by grade III teachers at State Elementary School 131/IV Jambi City in learning activities. [11] said that Big Book is a story book with a large size, using large fonts, equipped with interesting illustrations and can be read by several students at the same time. This school received 6 bigbook grants from the Tanoto Foundation program and 12 were made by the teachers and students themselves. According to [12] The Tanoto Foundation is one of 78 innovation development programs for learning quality (PINTAR) which aims to improve education in Indonesia through improving the quality of learning by applying elements of active learning through experience, interaction, communication and reflection or MIKiR in learning.

Big book media can help teachers in delivering learning materials. In line with [13] said that the pictures in the big book can provide a stimulus for children to more easily understand the content contained in the material in the big book. In addition, big book media with attractive picture displays can encourage students to learn. Therefore, big books can be an alternative media for teachers in helping the learning process so that it is easy to understand and can motivate and attract students' attention in learning. Big media is used by teachers of grade III public elementary school 131/IV Jambi City as a medium in the learning process, big book media is used by teachers to make it easier for students to understand learning materials, especially students with autism. With the big book media, it can help students to read aloud because it has an attractive appearance and large font sizes. In line with [14] said that Big Book is a form of intermediary that contains learning material and has characteristics with the size of writing, as well as large images that can be used as one of the literacy media. Big books can encourage autistic students to read aloud. In addition, big books can also increase students' interest in learning. Big Book is a medium used to increase children's interest in reading, because it is loved by children and has its own charm, such as colorful pictures. Big books used by teachers during the learning process can make students focus on what the teacher teaches so that learning outcomes can increase

In accordance with the results of interviews obtained that the big book media greatly influences the process of autistic students in learning. Interviews conducted with teachers and parents of students obtained good input. Where the parents of students said that the use of big books in the learning process made their children want to read aloud, even though it was not fluent, but it was seen that there was a change in reading



in their children by using big book media. In line with [13] said that the use of Big Book media is considered very appropriate to improve student learning outcomes at school because it can be read together to cause interaction and question and answer between teachers and students. Based on the opinion above, it can be concluded that the big book media can help students in learning, especially students with autism. Big books can affect the interest of autistic students to learn, this can be seen from the seriousness of autistic students in paying attention to teachers in the learning process. In addition, autistic students are also enthusiastic in learning activities such as when the teacher asks one student to read aloud, autistic students are excited to read. Besides being used as a medium to improve reading skills, big books can also be used as a medium to improve writing skills.

In line with research conducted by [14] which states that Big Book media can also improve students' writing skills because this media has many pictures, and large writing. So, it can be concluded that the big book can not only be used as a medium to improve reading skills but can also be used as a medium to improve students' writing skills. Big book media can also be used by all types of children, both children with special needs and normal children according to their needs in the learning process. In line with [15] said that big books can not only be used for children who are in the pre-operational stage but big books can also be made according to the needs in developing children's speaking skills. So it can be concluded that the big book is a learning media that is contained in the form of a story or story that is poured in a large image with an interesting shape. The use of bigbooks at SDN 131/II Jambi City has often been used to help with learning problems, one of which is used to help children with special needs in reading aloud. From the results obtained, it was found that using bigbooks was able to make children slowly read aloud well because bigbooks were able to attract students' attention and make them focus on bigbooks because a good bigbook shape could attract their attention to focus on learning. However, it is undeniable that the child's focus is not only on the interesting big book, but also the emotional factor. From the results of the evaluation, it can be seen by using the bigbook that there is progress experienced by the autistic student. In addition, using bigbooks not only helps students in improving their reading aloud skills but can also improve their writing skills. However, it is undeniable that the child's focus is not only on the interesting big book, but also the emotional factor. From the results of the evaluation, it can be seen by using the bigbook that there is progress experienced by the autistic student. In addition, using bigbooks not only helps students in improving their reading aloud skills but can also improve their writing skills. However, it is undeniable that the child's focus is not only on the interesting big book, but also the emotional factor. From the results of the evaluation, it can be seen by using the bigbook that there is progress experienced by the autistic student. In addition, using bigbooks not only helps students in improving their reading aloud skills but can also improve their writing skills.

### 3 Conclusion

The use of big books through reading with Big Books as a medium that can be used as a reference to teach reading to students, especially students with autism through reading activities with a focus on vocabulary. This is based on the results of the evaluation using the bigbook, the results seen that autistic students experience development in reading aloud with different development results for each individual. Reading with the focus of vocabulary here is a joint reading activity carried out by the teacher and students indoors or outdoors, where the teacher as a learning facilitator positions himself as the center of learning by sitting using a chair and students sitting around the teacher. The stages of reading together are introducing the title of the big book, the teacher reading according to the existing punctuation marks,

Foster enthusiasm and motivation to learn to read. Big books are made using A3 books with colorful pictures and large writing making it easier for students to learn learning materials. Teachers can also make their own big books with an attractive appearance and can adapt to the material and objectives to be conveyed, so that students have the enthusiasm and motivation to learn to read. Autistic students with easily distracted focus can concentrate and focus with this big book, because it looks attractive and can focus children in learning.

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