The Effect of Language Experience Approach Utilizing Digital BigBook Media on Improving Reading Comprehension Ability of Elementary School Students

Presented by Indah Nurmahanani, Elvyn Kemala Azzahra

S1 Regular – Primary School Teacher Education

Background

The era of the Industrial Revolution 4.0 in the world of education means answering the needs that must be mastered by students in preparing for the future, education in the era of the industrial revolution 4.0 requires to have various competencies, one of the competencies that students must have is literacy skills with good language skills in context and correct rules.

Literacy is a basic skill that equips learners with the ability to select, analyze information critically and use it to make decisions in life (Indriani, 2022).

The World Economic Forum (2015, 2016) emphasized that literacy includes the ability to read and understand both written texts and visual representations, as well as the skill to use written language.

What's contect and relevance?

Thus, the use of the Language Experience Approach (LEA) with digital Big Books may provide a solution to reading comprehension challenges among elementary school students in Purwakarta. This study seeks to assess the impact of LEA, aided by digital Big Books, on improving reading comprehension in this setting.

01. Indonesia's literacy level in reading is still ranked 60th out of 61 (Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD, 2019).

02. Low students understand story reading books well. Students have difficulty when asked to answer questions and re-explain the contents of the story (Indah, Munir, Yeti, 2022).

03. The use of media and approaches in learning in teaching and learning activities will arouse interest, desire, motivation and stimulation for students in participating in learning (Maya, 2020).

Formulation Problem

1. Is there an improvement in the reading comprehension ability of students who get the Language Experience Approach assisted by digital bigbook media better than students who get the cooperative model?
2. How does the Language Experience Approach assisted by digital bigbook media affect students' ability to read comprehension of narrative text?

Purpose Research

1. To understand the condition of students' reading comprehension ability before applying Language Experience Approach (LEA) assisted by digital bigbook media in class IV.
2. Can analyze the improvement of students' reading comprehension ability after applying the Language Experience Approach (LEA) assisted by grade IV digital bigbook media

Solution: Learning with Bigbook and LEA Approach

This Big Book media, contains simple sentences with large font sizes and interesting pictures which will certainly foster interest in reading in students and make it easier for students to read at the beginning. Based on these problems, the use of the LEA (Learning Experience Approach) method assisted by Big Book media can be one solution to the problem of reading ability.

01

According to Curtain and Dahlberg (2004) in Sulaiman, Big Book allows students to learn to read by remembering and repeating the reading

02

In the previous year, research was conducted on an ethnographic study of students' reading and comprehension skills in elementary schools

Method

Time and Place of Research
This research will be conducted from April to November 2024. The research site is one of the public elementary schools in Purwakarta, West Java.

The design in this study uses a non-equievalent control group design is a form of Quasi Experiment design that is given a Pretest before treatment, as well as a Posttest after treatment in each control class and experimental class.

Sampling
Purposive Sampling in class IV/A and IV/B, with a total of 22 students in the experimental class and 22 students in the control class at SDN Nagrikidul. The experimental class was treated with the LEA approach assisted by digital books while the control class used the cooperative model.

Results and Discussion

The big book developed by researchers uses tools and materials such as A3 drawing books, HVS paper, colored cardboard, elephant cardboard, scissors and glue.

There are several indicators of reading comprehension, including according to Krismanto et al. (2015), namely determining the main idea, rewriting the contents of the reading text, retelling and answering questions according to the contents of the reading text.

Syntacs

1. Sketch out a story developed through students' experiences.
2. 2) Creating a visual design of the story using the Canva digital application.
3. 3) Cut the story design into 6 parts using the Gridpost application.
4. Insert the story pieces into word and print to adjust the size.
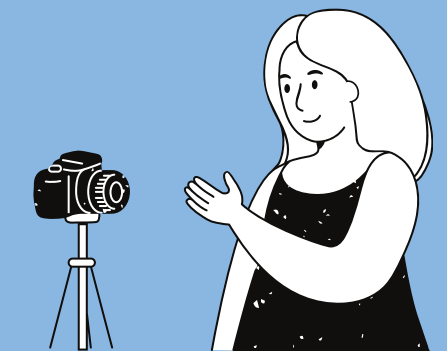5. Cut out the printout.
6. Paste the story pieces into an A3 drawing book according to the sequence.

LEA Syntacs

1. Exploration: Before the lesson begins, the teacher explores the students' background knowledge and language experience.
2. Discussion: Students together with the teacher discuss their experience of using BigBook Digital. The teacher directs the students to interact.
3. Writing: Writing down one's own experience is very fun. If the students cannot write yet, the teacher can write down the words and sentences spoken by the students.
4. Refinement: When writing words and sentences on the board, the teacher does not change the students' language even if there are mistakes.
5. Utilization: The refined reading can be used to practice reading and writing skills.

Based on Dixon dan Nessel (Helmiansyah, 2018)

Big Book

Exploring Literacy with LEA Approach

Page Sample

Hai ... Namaku Bintang
Aku suka sekali belajar
dan bermain
ikuti kegiatanku hari ini yuk!

Hallo!
AKU BINTANG

Pembelajaran Kelas Kontrol

Pertemuan dilakukan dua kali pada kelas kontrol dilaksanakan pada bulan Juni 2024 dengan durasi pembelajaran 2 x 35 menit.
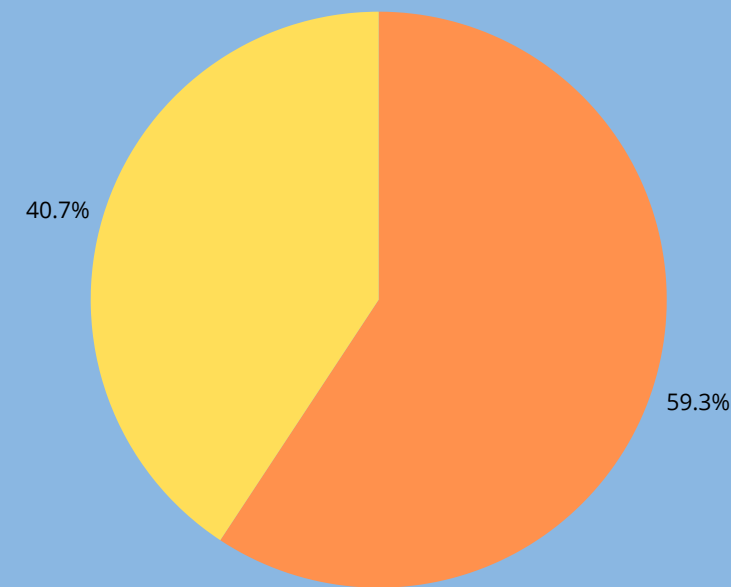

Pembelajaran Kelas Eksperimen

Pertemuan dilakukan dua kali dilaksanakan pada bulan Juni 2024 dengan durasi pembelajaran 2 x 35 menit siswa kelas eksperimen menerapkan sintaks LEA berbantuan media buku digital.

Descriptive Analysis of Students' Narrative Text Comprehension Reading Ability

40.7%

59.3%

Descriptive calculation results were obtained for the Pretest of the experimental class with the lowest score at 25, the highest score at 65 with an average of 45.45.
experimental class with the lowest score at 25, the highest score at 65 with an average of 45.45. As for the Posttest of the experimental class, the lowest score was obtained at 25, the highest score was at 100 with an average value of 66.14

Then the Pretest in the control class with the lowest score at 25, the highest score at 75, the average value at 47.73. The control class posttest obtained the lowest score at 30, the highest score at 95 with an average of 54.55. Based on the average or mean value during the Pretest in the experimental class.

Then the Pretest in the control class with the lowest score at 25, the highest score at 75, the average value at 47.73. The control class posttest obtained the lowest score at 30, the highest score at 95 with an average of 54.55. Based on the average or mean value during the Pretest in the experimental class.

there is an increase

 The average value of the experimental class is greater than the control class, this proves that there is a difference in the ability to read comprehension of narrative texts of students who get LEA assisted by digital books more than students who get a cooperative model.

The improvement of students' ability to read comprehension of narrative text can be seen by using the calculation of N-Gain (Normalized Gain). The experimental class with the LEA model assisted by digital book media obtained an average N-Gain score of 0.3906 in the medium category, while the control class using the cooperative model had an average N-Gain score of 0.1086 in the low category. The inferential analysis above can be concluded that the improvement of students' reading comprehension ability of narrative text is better in the experimental class using the LEA model assisted by digital book media, but not significant.

Thank you!