

Developing Literacy Reading Teaching Materials by Using Big Books as an Effort to Build the 2nd Grade Students' Characters in Elementary School

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Abstract

Producing appropriate literacy reading teaching materials as an effort to establish the 2nd grade students' characters is regarded as a crucial goal in literacy reading topics. Moral degradation that could threaten the Elementary School students' positive characters is viewed as a huge problem to be solved in educational world. One of the efforts that could be done to cope with the problem is by developing literacy reading learning materials by using Big Books which is intended to build the 2nd grade students' characters. To develop the learning materials, Plomp model was applied. Literature and field studies conducted produce the draft of Big Books – based literacy reading teaching materials. The Big Books – based learning materials are reflected by using self evaluation method, and are revised based on the users' needs. The validation was done in accordance with the results of expert review method. The results of the research show that the validity score of the learning materials developed is 3.80 (very valid). Hence, this research produces a set of Big Books – based literacy reading teaching materials for establishing the characters of the 2nd grade students of Elementary School.

Key Terms: Literacy Reading, Big Books, Characters Building, Elementary School

INTRODUCTION

The main study in literacy reading consist of four things (1) reading skills; (2) application, training and determining reading; (3) reading process; and (4) the text used in reading (PIRLS, 2015:12). One type of reading in literacy reading is fluent reading. Viewing literacy reading in terms of fluent reading skills lead to the technique used. The correct fluent reading techniques that should be implemented are: reading aloud, lips moving or mumbling, move the head following the reading line, pointing the reading line with a finger, pencil, other tools, and reading verbatim or sentence by sentence and also pay attention to reading intonation on the use of punctuation. Paying attention to the technique of fluent reading will produce better reading quality.

Students' skills mastery should focus on the application of fluent reading technique, the training of guided fluent reading, and the reading materials used in fluent reading. Three activities that contribute to reading skills in literacy bring students to a self habituation in gathering information from reading text, so that students are familiar with the reading text and able to determine important thing in the text being read. Guided training as a nurturing effect from the content of text leads to

communication in reviewing the point of the reading text and the expected change of attitude based on the reading text. The understanding of the text content is also influenced by the application of the actual reading process. The actual reading process consists of three stages: (1) pre-reading, (2) while-reading, (3) post-reading (Somadayo, 2011: 35-38). The reading process also involves the use of correct reading text.

The reading text provided in literacy reading should use language that the students understand. The reading materials used also contains clear and understandable instructions, so that students have no difficulty in reading. Another thing that needs to be considered is the use of text appropriate with students' development to raise the students' interest in achieving the purpose of literacy reading.

The availability of four main studies in literacy reading as outlined above will improve the quality of the students and provide meaningful learning experience for the students in reading. Experience will be seen when students are able to understand the text, absorb information from the reading material as a whole, and able to communicate it to others. In addition, changes in attitude based on the process of meaning done in reading process bring the students in using better

attitude, as it should be. The change in attitude towards the better ones is the process of creating positive characters.

Characters building can be done in learning process through characters based education. Character – based education should be able to improve the students’ skills to maintain the nation’s integrity, build a noble society, become a developed nation compared to the others, improve nation’s prosperity, and able to uphold justice (Gede, 2012). Characters based education is able to form positive characters that the students should have.

The four major studies in literacy reading can be learned by preparing the performance. One of the preparations can be found in the teaching materials used. The role of teaching materials is the main thing that cannot be separated from the teaching process. Therefore, the readiness of teaching materials is the determinant factor in the success or failure of literacy reading learning process given in Elementary School.

Literacy reading material refers to the availability of reading materials. Teaching materials developed by using appropriate instructional media will foster creative effort in self-discovery of reading content by students. The discovery process mentioned, besides recognizing the kind of text to be read can also be done by predicting the reading content correctly. The activities described above will provide a meaningful learning experience for students in implementing literacy reading. Experience will be seen when students are able to understand reading content and absorb information from reading material as a whole and thorough and apply the knowledge from the reading text. As mentioned above, the role of teaching materials is the main thing that cannot be separated from learning process. Therefore, the readiness of instructional materials is the determinant factor of how successful the literacy reading implementation in Elementary School.

Based on the requirement analysis with the 2nd grade teacher in some Elementary Schools in Padang through observation and interview the author for two weeks, found some major problems and needs. First, elementary school teachers need teaching materials that have not yet described the process of effective literacy reading learning, so reading is rarely done in accordance with

reading process, which are pre-reading, while-reading and post-reading. Pre-reading activity is often left out. That is, reading is rarely starts with predicting the content. The absence of predicting process of the reading content is caused by teaching materials lack of it (Triplett, 2002:123). Second, fluent reading materials in the 2nd grade still lacking in fluent reading technique, so that students lacking in applying fluent reading technique found. This is in line with the results of a study conducted by PISA (Programme for International Student Assessment) in 2006 that students’ reading skills in Indonesia are low (Mullis et al, 2011:8)

Third, teaching materials used in learning process are less adopt in thorough understanding. The reading text used is still bound. The quality of the students’ understanding on the text is also influenced by the availability of images. However, the images used are still not interesting enough. The image is still not representing the text and colorless. Therefore, it can be said that less interesting reading materials are still found, causing the students less interesting in reading (Ngaka and Masaaki, 2015:90).

Fourth, negative characters are found as a form of learners’ mistaken of teaching media application. Training on characters building is still rarely applied. This has a negative impact on education and brings teachers’ concern about inappropriate attitude. The concerns are also caused by students’ uncontrollable attitude as informed from the media. Some recent cases occurred: (1) on November 14, 2014 some male students beat a female student (Bukittinggi-West Sumatera), (2) Dayan Ahmad, a student in Padang Makmur 02 Elementary School from Katingan Regency, Central Kalimantan beaten by his senior on November 18, 2014. As a result his right eye is now blind (Merdeka.com), (3) a student in the 5th grade in Semarang became the victim of bullying several times after winning a quick and smart contest in December 17th, 2014, his senior kicked him many times (Parwito, 2014).

Addressing the problems stated above, teachers should develop teaching materials effectively and creatively. However, in order to be more focused in its use, the teaching materials developed should use appropriate media related to the demand of literacy reading. One media that can be used is an

interesting media. Interesting image can be classified into some parts. One of the media that contains some interesting pictures is the Big Book. Big Book is big picture storybook with simple sentences and pictures that illustrate the sentences (Karges in Solehudin, 2006:7.41).

The use of Big Books can develop students' basic skills in every aspect of language, especially in students' reading development. Students will read the text at the top or bottom of pictures in Big Books. Big books are also able to stimulate students' comment about picture or story in Big Books. In addition, there are discussion and retelling story in the Big Book, indicating the students understand on the story content. The interaction between students will occur because Big Books are really popular among students. The fascinating stories presented in Big Books also bring the students to apply the proper attitude to the content of the story in Big Book in order to shape characters.

UNESCO (2005:148) states the scope of literacy understanding. The presentation of literacy should consider the growing debate including cultural habits, critics, and approaches to literacy. Here are some things that should be mastered for autonomous understanding of literacy: (1) literacy as a set of autonomous skills; (2) literacy as application and practice; (3) literacy as a learning process; (4) literacy as text.

Another notion is conveyed by Keefe and Copeland (2011: 93) that "Literacy is defined affects the classroom instruction, community services, and the literacy of opportunities offered to the students and adults with extensive needs for support". That is, literacy defined things that affect classroom instruction, community service, and literacy opportunities that are taught to students and adults with extensive support needs. Next, Baleiro (2011: 17) states that, literacy must take into account the nature of a concept that examines the existence, contextual, consequent, relative, and cultural bound. Literacy is much more than "the capacity of individuals to process written information in everyday life" as is commonly defined. Next, Barton (in Baleiro, 2011: 17) concluded that, "Literacy is above all of a social nature, it is culturally sensitive, and it is always embedded in a specific situation and context". Which means literacy is all that is social, culturally

sensitive, and always attached to certain situations and contexts.

Regarding this, literacy also includes four major studies, namely: (1) reading skills; (2) applied and practiced reading text in certain circumstances; (3) reading process; and (4) the text used (UNESCO, 2005: 447). Reading comprehension skills can be observed when learners apply comprehension-reading techniques. Whereas the process of reading comprehension can be applied referring to the stages of reading, namely: pre-reading, while-reading, and post-reading.

Teaching media is very helpful for teachers to present materials to the students. One of the learning media used in Elementary School is the Big Books. Suyanto (2007: 104) explains that Big Books is a large book and use big words. Next, Strickland and Morrow (in Nambiar, 1993: 1) state that Big Books is a large book that is under category of children's books to develop early reading and writing skills in lower grades.

Karges and Bones (in Colville-Hall and Oconnor, 2006: 493) describe the characteristics of Big Books, namely: (a) short stories with 10-15 pages that involved the interests of learners, (b) patterned so that learners easy to learn and easy to remember, (c) the large images help learners construct the meaning of the story (d) contains repetitive phrases and vocabulary that match the vocabulary of the learners, (e) simple, but interesting in the plot, and, (f). Contains elements of humor.

The stages of cognitive development of learners are grouped into four stages, namely: (1) sensorimotor stage (0-2 years); (2) pre-operational stage (2-7 years); (3) concrete operational stage (7-11 years); and (4) formal operational stage (12-15 years) (Piaget in Suparno, 2001: 24-24). Second grade elementary school students are in concrete operational stage. At the concrete operational stage, children can perform a variety of concrete tasks. Children begin to develop three kinds of thinking operations, namely: (a) identifying or recognizing something, (b) negating or denying something, and (c) reproducing or seeking reciprocity between things (Sunarto and Hartono 2002: 24-25). The concrete operational stage is characterized by an operating system based on everything that looks real or concrete. Children still applying the logical thinking on concrete things not yet

abstracts especially hypothetical (Suparno, 2001: 70).

RESEARCH METHOD

The development model is a set of sequential procedures for carrying out the design and learning development embodied in diagram or narrative form. The development model used in this research is Plomp development model adopted from the McKenney development model. The Plomp model consists of three stages: (1) preliminary research, (2) design (prototyping phase), and (3) assessment stage (Plomp, 2013: 19).

Preliminary research stage is performed with needs analysis, curriculum analysis, and characteristics of learners. Followed by the design phase (prototyping phase) with a product design. The finished product design will be evaluated by the author himself. Then proceed with the evaluation by experts called the validation process. The results of consultation with experts will serve as input for product revision. After revision, a person-to-person and small-group evaluation was conducted, followed by a free trial to the selected school. When tested will be observed the availability and implementation of teaching materials. After the product is revised based on input from the teacher or observer, proceed with the next school test to see the effectiveness of the product. Next, the assessment stage on the final process, request some responses from teachers and learners, and test the effectiveness of the use of teaching materials (Tessmer in Plomp, 2013: 36).

Needs analysis is done to get an overview of field conditions or commonly referred to as the needs assessment stage. This analysis aims to address the basic problems needed in developing literacy reading materials using Big Books.

The curriculum analysis is done by looking at the scope, concept, and literacy task of reading on SK and KD of Indonesian language subjects. SK and KD analysis is done to see the material coverage and formulate the indicators in achieving KD and SK. The results of the analysis will be used as the foundation in developing the content of teaching materials in accordance with the Indonesian language curriculum in the 2nd grade of elementary school.

Concept analysis is done through SK and KD analysis first. Concept analysis aims

to identify the main concepts in reading in the 2nd grade of elementary school and systematically compile concepts according to SK and KD that have been analyzed. The concepts in question concerning the terms of meaning that need to be interpreted clearly so that it can be used based on its true meaning and intent.

Characteristic analysis of students is a study of students' characteristics that include the level of development of reading skills, language, and other background knowledge. Analysis of students' characteristics is needed before designing teaching materials. This is in accordance with the opinion of Uno (2007: 27) which states identify the behavior and characteristics of students is necessary to do to know the quality of the individual quality who can be used as a guide in lesson planning. Analysis of the students' characteristics serve as a basic reference for the development of literacy reading materials by using Big Books to form the character of 2nd grade students of Elementary School.

Designing stage is designing teaching materials by using Big Books to form the students' character of 2nd grade of Elementary School. Designing stage of teaching materials will be designed instructional materials in accordance with predetermined indicators and learning objectives. The design stage of the product in the form of teaching materials is designed using Big Books. The design of teaching materials takes into account the suitability of the subject matter with the curriculum (KTSP), conformity with the characteristics of learners (including form, language, and presentation) and Big Books characteristics that require many answers or many ways of completion. The design of teaching materials is expected to achieve high quality.

Prototype 1 is a product of teaching material design using Big Books as an effort to form the character of the first grade students of SD first. After prototype 1 is formed, revising own instructional materials that have been designed that is guided by self-evaluation instrument does self-evaluation. Prototype 1 followed by prototype 2, which is: consult and discuss the product with the expert, and ask the expert's response to predict whether the product (prototype 1) can be used as expected. Using a validation sheet makes the collection of expert judgments. Prototype 3 is a revised

prototype 2 in accordance with expert advice. Prototype 3 is evaluated to see its practicality. The evaluation of prototype 3 is done by performing one-to-one evaluation, asking students to comment on prototype 3 (literacy reading material by using Big Books) that have been designed. One-on-one evaluation is done using questionnaires and guided interview.

Prototype 4 is a revised of prototype 3 based on the results of one-on-one evaluation. Prototype 4 is also evaluated to see the practicality. Evaluation is done by doing small group evaluation by practicing instructional material that has been designed to group of learners consisting of 3-5 learners. Based on the evaluation of prototype 4, the revision of prototype 4. Small group evaluation is done by using questionnaire instrument and practical interview guideline to students who are joined in small group. Prototype 5 is predicted as the final prototype, which is a revised 4 prototype. The final prototype was tested by field test. Field tests were conducted with the aim to see the level of practicality. Practicality is the level of exposure of prototype design by teachers and learners, that is by implementing learning using the revised teaching materials based on validator assessment, one-on-one evaluation, and small group evaluation. Implementation of learning using literacy reading materials need to prepare lesson plan. Preparation of lesson plan is done so that learning is more structured and directed, so it is necessary to prepare lesson plan before trial.

Assessment stage is done when the final product has been formulated and declared practical. Activities done in the assessment phase are evaluating the effectiveness of the final product. The evaluation is focused on evaluating whether literacy reading materials using Big Books to build the of 2nd grade of Elementary School students' character can be used to achieve effective goals in improving learners' activities and developing students' critical thinking reading. The assessment stage becomes the final result of the series of literacy learning materials reading by using Big Books to build the 2nd grade of Elementary School students' character.

A. Product Try Out

The second year try out was done in a small scale to two Elementary Schools; SD Negeri 01 Sawahan Kecamatan Padang Timur Kota Padang, and SD Kota Pariaman. The try

out carried out conducted at SD Negeri 01 Sawahan Kecamatan Padang Timur Kota Padang is intended to see the practicality of the Big Books-based literacy reading materials, while that conducted at SD Kota Pariaman aims to reveal the effectiveness of the product.

B. The Subject of the Try Out

The subjects of the try out were the students in the 2nd grade SD Negeri 1 Sawahan Kota Padang and SD Kota Pariaman. The criteria applied in selecting the try out classes are as follows:

1. The students' condition meets the researcher's needs.
2. The teachers are able to conduct the learning process designed.
3. The location of the two schools enables the researcher to conduct the research.
4. Positive responses or supports from the schools.
5. The unavailability of literacy reading materials by using Big Books in Elementary School to build the 2nd grade students' characters.
6. The schools are willing to accept innovation, especially in the efforts to improve the quality of the learning process and enhance the students' creative thinking.

C. Types of Data

The data obtained in this research were in the form of qualitative and quantitative data. The qualitative data were obtained from interview, observation, and field-note, while the quantitative ones were collected through questionnaire, observation sheet, and learning achievement test.

D. Instruments

The instruments of the research refer to the teaching materials developed including: questionnaire, interview guideline, and observation sheet. Specifically, the instruments used in this research are described as follows.

1. Instruments Used in Preliminary Research Phase

The teaching materials developed were derived from the results of needs analysis in preliminary research phase. The analysis is intended to obtain the data of the students' learning activities and the teaching materials used prior to the development of the current materials. The instruments used to gather the data in the preliminary research phase were observation sheet and interview guideline.

2. Instruments Used in Prototyping Phase

The designing phase consists of five stages, namely prototype 1, prototype 2, prototype 3, prototype 4, and prototype 5. The instruments used in each stage can be seen in table 4.1. All of the instruments used in designing phase were validated by an expert validator.

3. Instruments Used in Assessment Phase

The instruments used in the assessment phase were test items (related to evaluation), observation sheets to see the students’ learning activities, and evaluation guideline of the students’ critical thinking ability. The instruments are validated before they were used. To see the validity of the instruments, validation sheet of the test items, observation sheet of the students’ learning activities, and validation sheet of the students’ critical thinking ability were used.

4. Technique of Data Analysis

The data analyzed in this research were those obtained from the results of validity test, practicality try out, and effectiveness try out. The data were analyzed by using statistic descriptive analysis and descriptive techniques. The first is used to analyze the result of critical thinking test, observation sheet, and questionnaire. Meanwhile the second one is applied to analyze the result of interview.

1. Data Analysis in Preliminary Research Phase

Descriptive technique is used to describe the data gotten from the preliminary research phase. They were in the form of data resulted from the results of analyses on curriculum, concepts, students’ characteristics, teaching materials used in the field, and interview. There are four stages undertaken in analyzing the data in preliminary research phase which are collecting the data, reducing the data, presenting the data, and drawing conclusions. Reducing the data is a process of selecting, focusing, and transforming raw data obtained from interview and observation.

2. Validity Analysis

Technique of validity analysis on teaching material is done to see the validity of the materials developed. The results of data analysis are presented in a table by using Likert scale in the range of 1 to 4. After that, the average score is determined by applying the following formula (Dahlan, 2012: 91).

$$R = \frac{\sum_{j=1}^n V_{ij}}{mn}$$

R = Average score given by the experts/ practitioners

V_{ij} = Score given by the experts to-j with criteria i

n = The number of the experts or practitioners involved

m = The number of the criteria

The average score obtained is confirmed to the specified criteria. The specification of the criteria is adopted from Dahlan (2012: 91) which includes the following stages: (1) the range of the scores is between 1 and 4. (2) the criteria used to determine the validity are divided into 4 levels, namely very valid, valid, less valid and invalid. (3) the range of the scores is divided into four interval classes.

According to Widjajanti (2008: 58), the criteria used to determine the level of the validity are those presented in table 1:

Table 1: Criteria Used to Determine the Level of the Validity

Range	Category
1,00 - 1,99	Invalid
2,00 - 2,99	Less Valid
3,00 - 3,49	Valid
3,50 – 4,00	Very Valid

E. Research Procedure

In the first stage of this research, an analysis on needs, curriculum, and students were done. It was then followed by preparing the initial draft of the literacy reading teaching materials by using Big Books in an effort to build the 2nd grade students’ characters. The draft produced was evaluated by the researcher himself (self-evaluation). The next step is creating a prototype validated by the experts. After being validated, the prototype was evaluated by using one to one evaluation method and small group method. The prototype then was tried out to the selected schools. At last, it was revised based on the inputs from the teachers and the observers.

FINDINGS AND DISCUSSION

Curriculum analysis is done on the learning objectives, Standard of Competence, and Basic Competence on Reading class of Indonesian subject. This analysis is intended to see the scope of the teaching materials, learning goals to be achieved, and learning strategies applied in the learning process. The results of the analysis are used as the basis for

developing the content of the Big Books so that it matches to the Standard of Competence and Basic Competence specified in the curriculum of Indonesian subject for the 2nd grade students of Elementary School. The curriculum used in this research is Local Based Curriculum.

After curriculum analysis was done, it was followed by conceptual analysis aimed at determining the content and the materials needed in the learning process. The Big Books materials are needed to achieve the indicators of competence. The following is the samples of the materials learned by the 2nd grade students in the first semester:



Image 5.1 Sample of Big Books

Analysis on the students' characteristics is done to the 2nd grade students of Elementary School in Kota Padang in the age of 7-8 years old. The result of the analysis reveals that the 2nd grade students' ability could be categorized into adequate. The students are able to argue, have complex language structure, and are able to understand various grammatical rules correctly. The characteristics of the 2nd grade students in Kota Padang are eager to play and do something new and interesting, and have high curiosity about the new things. In addition, they like pictorial and colorful objects. For instance, given two story books; one is colored and having pictures while the other is not colored and does not have pictures, the students are much more motivated and have a great desire to read the first one.

The analysis on Big Books was done because in the schools where this research was conducted, Big Books was regarded as the main source of the learning. The analysis aims to see the contents of the Big Books and how they are presented, and whether the learning goals meet the reading curriculum and the reading steps to develop the students' characters. The subsequent activities carried out after conducting teaching materials

analysis, interview and observation in the preliminary research phase are designing and developing the prototype of the Big Books for the first semester. The result of this initial prototype is called prototype 1.

The characteristics of the Big Books-based literacy reading designed are containing open ended problems to enhance the students' characters, and images obtained from internet. The font used in the Big Books-based literacy reading materials is Arrial Narrow. The size of the font is in the range of 14 to 16. The presentation of the Big Books teaching materials begins with a description of the materials being studied. Each topic or meeting contains the title of the subject, the goals to be achieved, and some motivating words. Furthermore, the title of the Big Books consists of 8 themes.

The format of the Big Books is modified from the previous Big Books that according to Department of National Education consists of: (1) cover, (2) introduction, (3) table of contents, (4) direction for use, (5) Standard of Competence and Basic Competence to be achieved, (6) the title of the teaching materials, (7) the goals to be achieved, (8) tasks or activities, (9) supporting information, (10) reflection, (11) column for the student's score, and (12) bibliography.

Cover contains the identity / the title of the Big Books. It provides information about the contents of the Big Books. The cover also contains the title of the book enables the students to predict the content. On the cover there are also interesting and brightly shiny pictures. The pictures are designed not only to attract the students' interest but also to motivate them to always be enthusiastic.

The materials for each lesson are designed on a single page intended to ease the students to recognize the materials to be learned and the goals to be achieved. Each material is accompanied by related pictures to strengthen what goals to be achieved through the learning. The images are also aimed at building the students' characters.

The Big Books materials also come with a description of the materials presented in the form of texts that should be read by the students. A material studied in the 2nd grade is basically the material that has already been studied by the students in the 1st grade. The description of the materials aims to change the students' characters into the positive ones.

Some of the Big Book section are also equipped with supporting information that the students need to enrich their knowledge. An example of supporting information in Big Books can be seen in Figure 5.3.



A. The Results of the Big Book Validation

The result of the Big Book design in the initial stage is called prototype 1. The validity of the prototype 1 is tested by two experts (two lecturers teaching Indonesian subject in Primary School Teacher Education Department). Prior to the validation process, self evaluation is carried out. The validation was conducted on several aspects, namely content, language, and presentation. The details of the validation results on each aspect can be seen in table 2.

Table 2: The Results of Validation on Content Aspect

No	Content Aspect	Average	Category
1.	The appropriateness to the students' development	4	Very Valid
2.	The appropriateness to the characteristics of good Big Books 1. Applying short texts (10-15 pages)	4	Very Valid
3.	2. Using clear sentence patterns	3	Valid
4.	3. Using meaningful pictures/ images	4	Very Valid
5.	4. Applying clear and readable letters	3,5	Valid
6.	5. Applying easily understood plot	4	Very Valid
7.	The appropriateness to the purpose of using Big Books [1] Giving reading	4	Very Valid
8.	[2] Facilitating the students to understand the book	4	Very Valid
9.	[3] Introducing	3,5	Valid

	various reading materials to the students		
10.	[4] Providing opportunity for the teachers to samples of good reading materials.	4	Very Valid
11	[5] Facilitating the students to get involved actively in the learning process	4	Very Valid
12	[6] Providing samples of good texts for the students to be used	4	Very Valid
13.	[7] Digging information	4	Very Valid
14.	Showing the ability to think logically, critically, and innovatively	4	Very Valid
15.	The appropriateness to the moral and social values	4	Very Valid
	Total	58	
	Average	3,87	Very Valid

From table 5.2, it is found that the average score of each indicator on the content aspect is 3.87. In other words, it can be said that the contents of the Big Books are valid and match to the students' development in the terms of story content, sentence patterns, meaningful pictures, type and size of the letters used, plot, and purpose of using the Big Books.

The aspect that is also assessed or validated in this research is linguistic. The result of the validation on linguistic aspect of the Big Books is presented in in table 3.

Table 3: The Results of Validation on Linguistic Aspect of the Big Books

No	The Aspects Assessed	Average	Category
1.	Readability of the Big Books	3,5	Valid
2.	The clarity of the information provided in the Big Books	4	Very Valid
3.	The appropriateness to the grammatical rules of Indonesian	3	Valid
4.	The use of effective and efficient language	3,5	Very Valid
	Total	14	Very Valid
	Average	3,5	Valid

Based on the data presented in table 3, it is revealed that the average score of each indicator on linguistic aspect is 3.5 or, in general, the linguistic aspects of the Big Books could be categorized valid. The materials contained in the Big Books are readable, clear, and appropriate to the grammatical rules of Indonesian. In addition, they are presented in effective and efficient language.

The next aspect of the Big Books validated is presentation. The result of the validation can be seen in table 4.

Table 4: The Results of Validation on Presentation and Format Aspects

No	Presentation Aspect	Average	Category
1.	The use of font: using proportional type and size of letters that can be read clearly by the 2 nd grade students.	3	Valid
2.	using good layout	4	Valid
3.	Providing clear illustration, images, and photos	4	Valid
4.	Applying interesting and varied design	4	Valid
Average		3,80	Very valid

From table 4, it is learned that the average score of the presentation and format aspects is 3.8 (very valid). In general, the Big Books-based teaching materials are presented systematically, motivate the students to learn, enable interaction, and provide stimulus and complete information.

Generally, the results of the validation are presented in Table 5.

Table 6: The Results of Overall Validation

No	Aspects	Average	Category
1.	Content	3,87	Very Valid
2.	Linguistic	3,5	Valid
3.	Presentation	3,9	Very valid
4.	Format	3,80	Very Valid
Average		3,80	Very Valid

The data presented in Table 5 indicate that the validity score of all aspects contained in the Big Books, in general, is 3.80. This result suggest that the teaching materials-based Big Books developed are very valid to be used in literacy reading class in the 2nd grade of Elementary School.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Based on the research findings, it is concluded that: (1) Viewed from content aspect, the literacy reading teaching materials which were developed by using Big Books are valid (3.87). In other words, it can be said that the contents of the Big Books are valid and match to the students' development in the terms of story content, sentence patterns, meaningful pictures, type and size of the letters used, plot, and the purpose of using Big Books. (2) Viewed from linguistic aspect, the literacy reading teaching materials which were developed by using Big Books are valid (3.5). This score indicates that the materials-based Big Books developed are readable, clear, and appropriate to the grammatical rules of Indonesian. Furthermore, they are presented in effective and efficient language. (3) Viewed from the presentation aspect, the literacy reading teaching materials which were developed by using Big Books are valid (3.9). In other words, the Big Books materials are presented systematically, motivate the students to learn, enable interaction, and provide stimulus and complete information. (4) Viewed from format aspect, the literacy reading teaching materials which were developed by using Big Books are valid (3,8). (5) In general, the validity score of the literacy reading teaching materials-based Big Books developed is 3,80 (very valid). Hence, the Big Books materials are very valid to be used for teaching literacy reading in the 2nd grade of Elementary School.

Based on the conclusions, it is recommended to, (1) the government especially the Department of Education of Kota Padang to carry out trainings for the teachers to provide them with knowledge and skills in developing Literacy Reading materials by using Big Books or other instructional materials by considering their validity. (2) the upcoming researchers to conduct further research by doing try out in a larger scale to obtain more complete results.

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