Students’ Perception Towards The Usage of the Big Book

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Abstract
Reading stories to children would be a challenging and utmost important activity to enhance learning and understanding a language. Various techniques or activities have been proposed in the literature to make reading an enjoyable activity in the classroom. Amongst the many, reading a big book is one of the activities recommended to facilitate students’ comprehension of a story delivered by the teacher. This paper focuses on the use of the big book in story reading sessions in two classrooms of primary schools in a rural area in Malaysia. The objectives were to assess students’ understanding of the content or the graphics used in the big book and to examine their comments and opinion on the contents of the big book and its use. One hundred subjects aged seven years old from two literacy classrooms in a rural area school participated in the study. Five other subjects, selected at random, participated in the interview session. Findings of the study revealed that the use of the big book seemed to be of an advantage as it creates fun and meaningful learning of English in the classroom, as well as making reading activity an enjoyable one.
book and relate positively to students reading the textbook? How do student textbook perceptions and usage affect actual course performance?

One method of studying the impact of pedagogical features in textbooks is to conduct objective analyses. For example, this might include the comparison of the number of pages, pictures, currency, and number of references. Glossary terms are presented at the back of the book.

Concrete examples are used to help me understand and remember. The material is relevant to the career I am pursuing. The material is interesting and I want to learn about it. This paper presents the results of a large-scale survey designed to investigate usage patterns of and attitudes towards e-books by students at Andrews University. The student, faculty, and staff population of the University of Illinois at Urbana-Champaign was surveyed regarding their awareness, usage, or lack thereof, and opinions about e-books. Shelburne (2009) received 1,547 responses. They examined the perceptions and performance of students who used an electronic versus a traditional paper textbook for an introductory psychology class. Most of the students purchased the paper text (n = 330, 90%) versus the electronic (n = 37, 10%), perception. That is, a person can describe both perceptions of the outside world and plans for action. From the Cambridge English Corpus. Problems, then, are raised about the ecological validity of this constraint and the role...
it might play in the perception of ordinary, everyday motion. From the Cambridge English Corpus. These examples are from the Cambridge English Corpus and from sources on the web. Due recognition must also be given to changes in nuptial fertility and to apparently changing perceptions of the roles of marriage and the family. From the Cambridge English Corpus. Is there some concept, identifiable as ‘perception’, which affects or controls a human being’s knowledge of the surrounding landscape? From the Cambridge English Corpus.