



Penggunaan Media Big Book Terhadap Peningkatan Kemampuan Membaca Siswa pada Tema Diriku di MI Al Bashirah

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Abstract: The objectives of the study are; 1) to determine the improvement of students' reading ability through the use of big book media in class I MI Al Bashirah, Manggala District, Makassar City; 2) to determine teacher activities in learning through the use of big book media to improve students' reading ability; 3) to determine student activities in learning through the use of big book media to improve reading ability. This type of research is classroom action research using a quantitative method approach, which is carried out in three cycles, namely pre-cycle, cycle I and cycle II. The data sources used in this study are the values from the results of observations of student activities, teacher activities, student reading ability tests and N-Gain tests on the results of the pre-test and post-test. Data is obtained by providing an assessment according to the value form that has been prepared. In the process of processing and analyzing data, the Microsoft Excel application is used. The results of the study showed the results of the reading ability test in the pre-cycle, students with complete category results only reached 13.64%, in the results of the reading ability test cycle I there was an increase in results where the percentage of complete category results reached 54.55%, and the test results in cycle II obtained results with complete categories in cycle II, namely 90.91%. The value of teacher activity in learning in cycle I was 2.95 and in cycle II it became 3.81. The value of student activity in the pre-cycle was 0.95 then in cycle I increased to 2.21. In cycle II the value of student activity in learning increased to 2.85. In the N-Gain test, the results of the pre-test in the pre-cycle and post-test in cycle II obtained an N-Gain value of 0.61. Thus, the use of big book media is significant in improving students' reading ability.

Keywords: Big book, reading ability, students.

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INTRODUCTION

Education that is implemented basically has the aim of increasing knowledge in order to achieve better life goals. In life, every human being has undergone a good learning procedure, both through formal and informal means. Formal education is often carried out through an organized and orderly learning process in formal educational institutions, while non-formal education is a teaching and learning process that is not carried out through formal educational institutions. The educational process that is carried out either through the family environment, school, and surrounding community can open the view that this world is full of knowledge. Starting from the knowledge that exists within humans themselves to the knowledge of outer space that is difficult to reach by the five senses, making humans think that the universe belongs to God and He is the one who regulates everything. From that, every individual can learn from what has been created by

Allah SWT. In the perspective of Islamic teachings, every person who learns and seeks knowledge in the way of Allah SWT, according to the word of Allah SWT contained in the Al-Mujaadalah verse 11 in the Qur'an, Allah will elevate a person's dignity as determined by Him.

Translation: "O you who believe! If it is said to you, make room in the assemblies, then make room, surely Allah will make room for you. And when it is said, stand up, then stand up, surely Allah will elevate (the degree of) those who believe among you and those who have been given knowledge to a few degrees. And Allah is most careful in what you do." Seeking knowledge is a good thing and provides many benefits or rewards with Allah SWT. As the Messenger of Allah said as follows: It means: "Whoever takes the path to seek knowledge, Allah will make easy for him the path to heaven." (HR Muslim).

Law Number 20 of 2003 concerning the national education system, states that the aim of national education is to awaken the abilities of students so that they become people who believe in and obey God Almighty, have good morals, are healthy, knowledgeable, expert, creative, independent, and become responsible and democratic people. In line with Law Number 20 of 2003 concerning the national education system, in the implementation of the formal education process in improving the capacity of learners in formal educational institutions such as schools or madrasahs, it is carried out in stages starting from kindergartens, elementary schools or madrasahs to universities. At the elementary school level, in the education process which is manifested in the form of learning and teaching processes in the classroom, teachers use various methodologies to provide explanations about the contents of the lesson so that students are able to understand and master the material being taught. Thus, to improve students' skills in understanding and mastering the material, teachers innovate in the teaching process by adding various media to help deliver the lesson material.

Using teaching media not only makes it easier for teachers to deliver material to students, but also helps increase their learning motivation to be more interactive and active while in class, so that feedback will arise between teachers and students. Implementing teaching media is very significant in helping to increase success in the learning process during teaching and learning activities. One of the activities in classroom learning, especially in elementary school/Islamic elementary school class 1 is reading activities. Reading is an important activity in everyday life, because it not only helps to obtain information, but also as a means to improve one's language skills. Therefore, since the beginning of grade 1 of elementary school/Islamic elementary school, it is considered very important to get good reading activities.

In reading activities, students are taught to recognize letters, spell or mention letters, words or sentences. The teacher will teach reading until students can read independently. By reading, someone can improve their ability to think about something, clarify their views and broaden their horizons. To further improve reading skills, teachers utilize one of the media in implementing learning called a big book. Big book media, as an alternative in learning, can come in various forms, such as large, wide and thick books or teaching materials printed on large sheets of paper such as cardboard.

This big book media has special characteristics or models such as colorful writing, words that are written repeatedly or letter writing patterns that are made to be more enjoyable to look at when read. By utilizing big book media, the process of learning to read in grade 1 elementary school/Islamic elementary school students can be helped well. Big book is a type of story book that has a larger text and picture size than ordinary books, thus allowing for reading interaction between teachers and students. At Madrasah Ibtidaiyah (MI) Al Bashirah, the learning process implements the 2013 curriculum (K13). At the grade 1 level, the implementation of the K13 curriculum in the odd semester is divided into several theme books, namely My Hobbies, Myself, My Activities and My Family. The Theme of Myself is the first book that must be studied in the odd semester in the first year after students enter the elementary school. At grade 1 MI in the book Theme of Myself, students will be given reading material in addition to material in other lessons,

where with reading skills students will be able to understand other lessons contained in the next theme book.

In delivering teaching materials, especially in reading activities, teachers still rely on printed student handbooks to be a source of reading in reading activity materials in class. Additional media to explain reading activities to students only use a whiteboard and markers. To improve the ability to recognize letters and read, teachers are expected to have new innovations to apply additional media in improving students' reading skills. One of the learning media that can be applied and used is the big book media. In the learning stages so far in class 1 MI Al Bashirah, big book media has not been applied in every effort to improve the quality of students' understanding of the reading they are facing. In the initial observation conducted in class 1 MI Al Bashirah, in the learning process on the thematic book My Theme only used the blackboard media and student reading books. From the learning activities carried out in order to improve students' reading skills, it was found that several students were still less able to understand letter symbols, pronounce letter symbols, read words and read sentences correctly, fluently and well.

Reading is considered something very important because with better reading skills, understanding the next lesson material will be better too. Reading skills like this are still rarely found in class 1 MI Al Bashirah or there are still many students whose reading skills are very low. Therefore, in accordance with the description in the sentences in the previous paragraphs, the topic of this research activity was determined, namely "The Use of Big Book Media to Improve Students' Reading Ability on the Theme of Myself, Class 1, MI Al Bashirah, Manggala District, Makassar City".

METHODS

In order to conduct research related to learning development, this study implements a type of classroom action research that is specifically carried out by teachers or researchers through actions or interventions carried out in the classroom, with the main focus on students as research objects. In classroom action research, it explains the cause and effect relationship of several treatments given. With this action research, it can improve the quality of learning outcomes carried out through a series of actions or treatments given to students. This research was conducted in order to improve reading skills in grade I students through the implementation of big book media in learning.

This research was conducted in class ID, MI Albashirah, Manggala Village, Manggala District, Makassar City. The number of students in class ID is 22 people. The implementation of the research is carried out during the academic year and in accordance with the determination of the academic calendar at MI Al Bashirah. The subjects in this study were groups of students who were members of class ID MI Al-Bashirah. The total number of students in class ID MI Al-Bashirah is 22 people, all of whom are male. In selecting subjects based on the results of observations and the provision of initial tests of students' reading abilities before implementing classroom action research. In accordance with the preliminary test scores, it shows that the reading ability of class ID students needs to be improved. This study focuses on the reading ability of class ID students of MI Al-Bashirah which is improved through the use of big book media. In this study, the object of study is the reading ability of students, with the aim of improving their reading skills by utilizing big book media as a learning tool.

Classroom action research is a collaborative research method carried out by teachers or together with other parties in designing, implementing, and reflecting on actions aimed at improving the quality of the learning process in the classroom. The goal is to achieve improvement through certain treatments or actions in one cycle that involves the active participation of all parties involved. In carrying out action research, the initial step taken is to apply the Kemmis and McTaggart model which consists of four main stages, namely planning, action, observation, and reflection, in order to ensure the effectiveness and efficiency of the research activities carried out. In the application in the field, the

Kemmis and McTaggart model is a combination of activities, namely action and observation. The combination is carried out because in the implementation of the action component part cannot be separated from the observation activity component. In research using the Kemmis and McTaggart model, action research activities are considered as a series of integrated actions and carried out in one learning process. In the effort to implement action research, there are 2 action cycles that are carried out with measurable and planned procedures. Each action cycle includes planning, action, observation and reflection activities; 1) Planning. This study began with conducting initial observations to determine problems regarding students' initial reading abilities. After the observation activities were carried out and problems were found, a plan was made to solve the problems. The stages in the planning steps in this study were; 1) Preparing the Learning Implementation Plan (RPP); 2) Making a teaching material in the form of a big book as a learning medium; 3) Making a design for the instrument used in the study

Implementation of Action. In an effort to improve students' reading skills, the process of implementing the action was carried out by following the previously designed learning plan, using the big book media as a learning aid applied in two cycles in this action research. Each cycle in the actions carried out had the same activity steps. The sequence of activities in the two cycles was; 1) Initial activities. The steps taken at the beginning of the activity were; 1) After entering the classroom, the teacher greeted the students in a friendly manner; 2) Learning activities began with a prayer according to individual beliefs and religions; 3) Delivering an explanation of the main topic of discussion to be taught; 4) The teacher prepared a big book as a learning medium for the class; 5) Preparing teaching materials or lesson source textbooks

Core activities. The teacher explains the learning materials by referring to the lesson plan that has been made in this activity. The goal is to ensure that the teaching and learning process runs in a structured and orderly manner. The sequence of learning steps in this core activity is; 1) Arranging the layout of the students' seats, the goal is to increase student comfort during the learning process; 2) Showing the cover of the big book and reading the title; 3) Providing feedback in the form of questions to students regarding the title or theme that has been written in the big book, after which the teacher uses the whiteboard to record the answers that have been answered by the students; 4) Listening to the big book reading using a very clear voice and tone; 5) Matching students' answers with the storyline in the big book that has been read by the teacher; 6) Asking students whether they like the story that has been read; 7) Revealing the story in the big book media gradually by showing each word and inviting students to provide comments or questions regarding the story in the big book media that has been read; 8) Giving instructions to students either individually or together in a group to read the story in the big book. Carrying out the next activity in the form of games such as stringing together words, stories in pairs, repeating stories in the big book and drawing. Closing activities. In the closing activities, the actions taken include; 1) Giving students the opportunity to express their views on the learning outcomes that have been implemented; 2) Giving advice and motivation to students to always study diligently; 3) Before closing the lesson, it is advisable to pray according to the religion and beliefs that are adhered to; 4) Closing the lesson meeting that has been carried out by saying hello.

Observation. Observation is an integral part of every action taken and cannot be separated from the implementation process. Both of these activities are carried out simultaneously in the learning process in this study. The implementation activity itself is a learning process for the Theme of Myself using big book media. When conducting observations, observations were made regarding the use of big book media in relation to improving students' reading skills. In carrying out observations, an observation sheet that has been provided previously was used. Through the observations carried out, the results will be used to determine whether the actions taken can improve students' reading skills, so that it is hoped that the actions that have been taken can provide positive results. In addition, the results of observations can be used as a reference for reflecting on the action

activities that have been carried out; 4) Reflection. Reflection activities are an evaluation method that requires an in-depth review of all aspects related to an action, using the results of observations or observations that have been carried out previously, so that they can provide better results for the process carried out. Through reflection, all action activities that have been carried out in the learning process can be considered and reviewed to obtain an impact that is in accordance with previously expected expectations. At this stage, all deficiencies in the implementation of the action can be reviewed so that the implementation of the action in the next cycle can be carried out properly.

In order to collect data for this study, various methods were used, including direct observation, initial reading tests, and documentation to ensure the accuracy and reliability of the information obtained; 1) Observation. Direct observation activities in the study were carried out in order to observe the learning process that was carried out or was taking place. With the observation activity, recording of student and teacher activities during the learning process when carrying out reading activities using big book media can be carried out. The data recorded during the observation process will be useful as material for the final evaluation of the research carried out, producing deeper and more accurate conclusions regarding the research object; 2) Initial Reading Test. Before using the big book media, students will undergo a learning activity known as an initial reading test, where they will be given words or sentences by the teacher as a means of measuring students' initial reading abilities; 3) Documentation. All activities and actions during reading learning using big books will be recorded in detail in a document that includes notes on student participation, behavior, and activeness, so that all aspects related to the learning process can be well documented. Research Instrument. In an effort to improve the reading skills of grade 1 students, the research tool currently used is an instrument designed to identify and evaluate the role and benefits of big book media on students' reading abilities, so that it can provide useful information for the development of more effective and innovative learning methods; 1) Reading skills test. To evaluate the reading abilities and skills of grade 1 elementary school/MI students, an initial reading test was conducted as a standard and systematic measurement procedure. This initial reading test was conducted based on the assessment of pronunciation, intonation, fluency and clarity of voice. Each aspect of the assessment in this study has been determined with a maximum score of 25 for each aspect.

Data Analysis Method. This study uses quantitative descriptive analysis method as a tool to analyze the data obtained. Data analysis is done by comparing the progress or improvement of reading skills and abilities in the pre-action class conditions with those after the action treatment in cycle I and cycle II. To obtain data on the improvement of the initial reading ability of grade 1 students who use big book media, an N-Gain test was conducted. Lestari and Yudhanegara explained that N-gain data is obtained by calculating the difference in scores between the post-test and pre-test, compared to the difference in the ideal maximum score (SMI) and pre-test.

In this study, the improvement of students' initial reading ability is measured through indicators that are the benchmark for learning success. The indicator is a comparison of the initial value obtained from the pre-action treatment with the value in the action treatment in cycle I and cycle II. This success can be shown by the increase in the number of students who have had learning completeness reaching 80% of all students in the class. The standard value that is the reference for the minimum completeness criteria (KKM) is greater than or equal to 75, in accordance with the KKM value that applies in the school where this study was conducted.

RESULTS

Pre-cycle Research Results. Pre-cycle activities are pre-action activities or initial actions carried out before the action activities are carried out in cycle I or cycle II. Pre-cycles are carried out in the form of initial observation activities, interviews or pre-tests.

Through the implementation of these activities, information can be obtained regarding the conditions and initial abilities of all students. To determine students' initial reading abilities which are measured in the form of quantitative assessments, a pre-test is carried out. Assessment of student activities in pre-cycle actions is carried out in order to conduct initial research on student activities. The observation method used involves the use of observation sheets as a tool to record various activities carried out by students. Assessment of activities in observations consists of two different but interrelated aspects, namely student responses in learning reading skills and student acceptance of various media used in the reading learning process.

In order to investigate student performance, their activity assessments are categorized into four different aspects, namely very good, good, sufficient, and lacking, thus allowing for more detailed analysis. The average results of observations of all students' activities in the pre-cycle in the learning process can be seen in table 4.2. The results of this student activity observation are the average value of all students in student response activities in learning and student acceptance in the use of media. In the observation of student activities in the pre-cycle, the learning process has not used big book media. Observation of student activities in this pre-cycle was carried out for one day, namely on September 8, 2022. Referring to the classification of student activity observation assessments in table 4.1, it can be seen that the average value of all student activity observations reached 0.95 which is included in the less category.

For the results of student activity observations that have been carried out, they can also be grouped based on the number of students who have reached a certain assessment category. In table 4.3, the results of student activity observations can be seen based on the number of students and assessment categories. Table 4.3 reveals that, in the pre-cycle of reading learning, there were 16 students who were included in the less category, which contributed 72.73% of the total number of students observed, while only 6 students were included in the sufficient category, which included 27.27% of students observed; in addition, there were no students who were included in the good or very good categories.

In addition to initial observations of student activities before the action or pre-cycle, a pre-cycle pre-test was also carried out. The pre-test was carried out as an effort to obtain a better initial understanding of the basic reading skills possessed by students. The components assessed in the pre-test are pronunciation, intonation, fluency and clarity in reading. The pre-test scores for reading skills in the pre-cycle action can be seen in table 4.4. The implementation of the pre-cycle pre-test for students' reading skills was on September 8, 2022. Based on table 4.4, calculations were made to determine the number of students and the percentage of students who had met the complete and incomplete scores, the results of which are then displayed in table 4.5.

Based on table 4.5, the number of students who achieved the complete score was 3 people or 13.64% and the number of students who had not achieved the complete score was 19 people or 86.36%. After calculating the number of students who meet the complete and incomplete scores in the reading pretest, the next step is to determine the number of students according to the reading pretest result criteria as presented in table 4.6. Based on table 4.6, from the total value interval in the results of the student reading pretest, the scores obtained were very good and good, namely 0% or no students, there were 3 people or equivalent to 13.64% who obtained scores with sufficient criteria, while 19 people or 86.36% others obtained scores with less criteria. Cycle I. In implementing reading activities in the first cycle, the use of big book media was applied as part of the learning process. In the first cycle, activities begin with careful planning, continued with careful implementation, followed by careful observation or observation, and ended with deep reflection to improve the learning process. The number of learning processes carried out in the observation and data collection in this study was 3 meetings, which were held on September 12-14, 2022.

The activities carried out in the action planning were the provision of lesson plans, observation and assessment instruments, big book media, and the arrangement of student

tables and seats. When carrying out the cycle I stage, the researcher collaborated with the class teacher who was responsible for teaching learning materials in the classroom. In this cycle, the researcher has the task of observing, assessing, and documenting the entire learning process that takes place, while the teacher's task is to carry out each stage of the learning implementation plan (RPP) using big book media. In the first cycle of this learning, the topic taken was the theme of Myself with a focus on the sub-theme of My Body.

At the observation stage, what is done is to observe or observe the activities that are continuously carried out by teachers and students and improve students' reading skills; 1) Teacher Activities. In this study, observations of teacher activities as a whole involve three main aspects, namely the delivery of material, guidance for students in reading skills, and the use of big book media as a tool in the reading process. In delivering the material, observation of teacher activities includes explaining the learning objectives, creating an active learning atmosphere, providing motivation to students, providing opportunities to ask questions, and providing appropriate and accurate explanations about how to read correctly.

Observations on providing guidance in reading involve various things such as guiding students in reading and discussion, providing appropriate direction, monitoring student behavior during learning. When observing teacher activities in using big book media, several activities can be observed, including providing examples of reading with the correct intonation and pronunciation, reading the entire page in the big book media together with students, showing the front of the book and providing comments on the title of the book, looking for information relevant to students' hobbies in the text in the big book media, showing each word when providing examples of reading with big book media, and also discussing with students about the words on each page.

The results of observations of teacher activities in cycle I in the learning process can be seen in table 4.8. The observation results are the average value of the daily observation results at 3 learning meetings held on September 12-14, 2022. Referring to the teacher activity observation assessment category in table 4.7, the average teacher activity observation value in cycle I at 2.99 is in the good category; 1) Student Activity. In cycle I, student activity assessment is carried out using a method similar to the pre-cycle, namely through observation of student responses and student responsiveness to the use of big book learning media. Observations were carried out during three learning meetings held on September 12-14, 2022. The average results of observations of all students' activities in cycle I in the learning process can be seen in table 4.9. Table 4.9 contains data regarding the average results of observations of all students' activities during cycle I in the learning process. When looking at table 4.1 which shows the assessment category of student activity observation, it can be determined that the average value of all students' activity observation is 2.21 which places them in the good category.

For the results of student activity observations that have been carried out, they can also be grouped based on the number of students who have reached a certain assessment category. In table 4.10, there is information showing the results of student activity observations based on the assessment category and the number of students involved in the activity. Judging from the data listed in table 4.10, the results of observations in cycle I show that student activity in reading learning shows that 40.91% or 9 students have reached the sufficient category, while 50.09% or 13 students have reached the good category. However, no students have reached the very good and less categories; 3) Test in Cycle I

After observing student and teacher activities on the third day of cycle I, a test of initial reading skills was carried out in this cycle I. The components assessed in the pretest are pronunciation, intonation, fluency and clarity in reading. This test is carried out with the aim of determining whether there is an increase in initial reading skills. The test scores for reading ability skills in cycle I can be seen in table 4.11. The test was conducted on September 14, 2022. After calculating based on table 4.11, the results of determining the

number of students and the percentage of students who had achieved complete and incomplete scores were obtained, which were then displayed in table 4.12. According to the data listed in table 4.12, there were 12 students or 54.55% of the total students who had successfully met the passing standards, while the remaining 10 students or 45.45% had not met the standards.

After calculating the number of students who had successfully and unsuccessfully achieved the complete score in the reading test in cycle I, the next step taken was to determine the number of students who met the score criteria according to table 4.13. Referring to table 4.13, it can be seen that the results of the students' reading test in cycle I showed a number of fairly diverse value intervals. Of the entire range, there was one student or around 4.55% who achieved the very good criteria, while 7 students or around 31.82% managed to obtain the good criteria. Meanwhile, there are also 4 students or around 18.18% who can be categorized as sufficient criteria, and 10 students or around 45.45% others get scores with less criteria; 4) Reflection on Cycle I. Reflection on cycle I is an action to provide a review of the learning process both in terms of teacher activities, student activities and the results of students' reading skills and abilities tests. This reflection is carried out for the purpose of improving the learning process so that the results can be further improved both in terms of activities and test results. The objects that are used as reflection materials are student and teacher activities that need to be improved and components of student test results that have not achieved a complete score. The results of the reflection from cycle I are presented in table 4.14. Cycle II. In implementing reading activities in the second cycle, the use of big book media is still applied as part of the learning process. In this second cycle, activities begin with careful planning, continued with careful implementation, followed by careful observation or observation, and ended with in-depth reflection to improve the learning process. The number of learning processes carried out in the observation and data collection in this study was 3 meetings, which were held on September 15-17, 2022. The activities carried out in the action planning were the provision of lesson plans, observation and assessment instruments, big book media, and the arrangement of student tables and seats.

When implementing the second cycle stage, the researcher continues to collaborate with the class teacher who is responsible for teaching the learning material in the class. In this cycle, the researcher has the task of observing, assessing, and documenting the entire learning process that takes place, while the teacher's task is to carry out each stage of the learning implementation plan (RPP) using big book media. In the second cycle of this learning, the topic taken is still about the theme of Myself with a focus on the sub-theme of My Body.

At the observation stage, what is done is to observe or observe the teacher's activities, student activities and changes in student reading abilities. Teacher Activities. In this study, observations of teacher activities as a whole involve three main aspects, namely the delivery of material, guidance for students in reading skills, and the use of big book media as a tool in the reading process. In the delivery of material, observations of teacher activities include explaining learning objectives, creating an active learning atmosphere, providing motivation to students, providing opportunities to ask questions, and appropriate and accurate explanations of how to read correctly.

Observations on providing guidance in reading in the second cycle were still carried out by involving various things such as guiding students in reading and discussions, providing appropriate directions, monitoring student behavior during learning. When observing teacher activities in using big book media, several activities were still observed, including providing examples of reading with the correct intonation and pronunciation, reading the entire page in the big book media together with students, showing the front of the book and providing comments on the title of the book, looking for information relevant to students' hobbies in the text in the big book media, showing each word when giving examples of reading with big book media, and also discussing with students about the words on each page. The results of observations of teacher activities in cycle II can be seen

in table 4.15. The results of these observations are the average value of the results of daily observations at 3 learning meetings held on September 15-17, 2022. Referring to the teacher activity observation assessment category in table 4.7, the average value of teacher activity observations in cycle II at 3.76 is in the very good category.

Student Activities. In cycle II, student activity assessment is carried out using a method similar to cycle I, namely through observation of student responses and student responsiveness to the use of big book learning media. Observations were carried out during three learning meetings held on September 15-17, 2022. The average results of observations of the activities of all students in cycle II in the learning process can be seen in table 4.16. Table 4.16 contains data on the average results of observations of the activities of all students during cycle II in the learning process.

Referring to table 4.1 which shows the categories of student activity observation assessments, it can be determined that the average value of all students' activity observations is 2.85 which places them in the good category. For the results of observations of student activities that have been carried out, they can also be grouped based on the number of students who have reached a certain assessment category. In table 4.17, there is information showing the results of observations of student activities based on the assessment category and the number of students involved in the activity.

Judging from the data listed in table 4.17, the results of observations in cycle II show that student activity in reading learning shows that 77.27% or 17 students have reached the good category, while 22.73% or 5 students have reached the very good category and there are no longer any students who have reached the less or sufficient category. Test in Cycle II. After observing the activities of students and teachers on the third day of cycle II, a test of initial reading skills was carried out in cycle II. The components assessed in the pretest are pronunciation, intonation, fluency and clarity in reading. The purpose of this test is to determine whether there is an increase in initial reading skills. The test scores for reading skills in cycle II actions can be seen in table 4.18. The test was carried out on September 17, 2022. After calculating the number of students who had succeeded and failed to achieve a passing grade in the reading test in cycle II, the next step taken was to determine the number of students who met the score criteria according to table 4.20, it can be seen that the results of the student reading test in cycle II showed a number of fairly diverse value intervals. Of the entire range, there were six students or around 27.27% who achieved very good criteria, while 9 students or around 40.91% managed to obtain good criteria. Meanwhile, there are also 5 students or around 22.73% who can be categorized as sufficient criteria, and 2 students or around 9.09% others get scores with less criteria.

Reflection in Cycle II. Reflection in cycle II is an action to review the learning process, including teacher activities, student activities, and the results of students' reading skills and abilities tests. The purpose of this reflection is to improve the learning process so that the results improve again, both in terms of activities and test results. Objects that are the subject of reflection include student and teacher activities that need to be improved and components of student test results that have not reached the completion value. The results of reflection from cycle II are presented in table 4.21. Reflection in cycle II is an action to provide a review of the learning process both in terms of teacher activities, student activities and the results of students' reading skills and abilities tests. This reflection is carried out for the purpose of improving the learning process so that the results can be further improved both in terms of activities and test results. The objects that are the subject of reflection are student and teacher activities that need to be improved and components of student test results that have not reached the completion value.

DISCUSSION

The aim of this study was to evaluate the impact of using Big Book media on improving students' reading skills, particularly on the "Diriku" theme at MI Al Bashirah. The research sought to determine if this media could enhance students' abilities to read, recognize words, understand texts, and increase overall engagement. The results of the study demonstrated that Big Book media positively influenced students' reading abilities by providing an engaging, visual, and interactive learning environment. Big Books are large-sized books that are read aloud to students, typically in a group setting. These books incorporate colorful images and are designed to keep students engaged visually while also supporting their comprehension. The size and design of the books make them ideal for young learners, as the clear, large print and vibrant illustrations help students associate written words with visual representations. In the context of the "Diriku" theme, Big Books proved particularly effective as they visually connected students to concepts like family, body parts, and personal characteristics, which made the content more relatable and easier to understand.

One significant finding from the study was the improvement in reading comprehension among students who used the Big Book media. The visual elements in the Big Book helped students connect the narrative to real-life experiences, enhancing their ability to understand the content. Students in the experimental group demonstrated a deeper grasp of the "Diriku" theme and were able to recall key story details more effectively. The combination of illustrations and text facilitated a more comprehensive understanding, as students could both see and hear the story, reinforcing their comprehension through multiple sensory channels.

The use of Big Books also had a positive effect on student engagement and motivation. The students exposed to Big Book media displayed a high level of enthusiasm during lessons, eagerly following along and participating in class discussions. The interactive nature of the activity, where students could engage with the book's content by answering questions and contributing their ideas, helped to maintain their interest. The engaging and visually appealing nature of Big Books made reading more enjoyable for the students, fostering a positive attitude toward learning and motivating them to become more involved in the reading process.

In addition to improving engagement, Big Books were also shown to enhance students' word recognition skills. The large print and clear images helped students focus on words they were learning, while the repetition of key vocabulary in the story allowed them to reinforce their understanding of new terms. As students followed along with the teacher, they not only improved their recognition of specific words but also enhanced their pronunciation and reading fluency. Word recognition is an essential skill for early literacy development, and the use of Big Books effectively supported this process by providing students with both visual and auditory cues.

Peer interaction also played an important role in the success of the Big Book reading sessions. Students in the experimental group were encouraged to work together, discuss the material, and share their ideas with one another. This peer-to-peer collaboration helped reinforce their understanding of the "Diriku" theme, as students were able to clarify concepts and express their thoughts in a supportive environment. By explaining the content to their peers, students also deepened their own understanding, which further enhanced their learning experience.

The teacher's role in facilitating these sessions was vital to the overall effectiveness of Big Book media. By using strategies such as prompting students to predict story events, asking open-ended questions, and encouraging students to relate the content to their personal experiences, the teacher was able to make the learning process more interactive and meaningful. The teacher also used the illustrations in the Big Book to guide students' discussions, helping them connect the images with the text. This approach not only kept students engaged but also encouraged critical thinking and allowed for a more dynamic and participatory learning environment.

The visual elements in the Big Book media also contributed to improved memory retention. Studies have shown that visual aids, such as pictures and illustrations, support the retention of information by offering additional cues to help students recall key details. In this study, students were able to better remember the story's events and characters, as the images helped them visualize and connect with the material more effectively. The combination of visual and text-based learning made the material more accessible, especially for students with different learning preferences, ensuring that a wider range of students could engage with the content and improve their reading skills.

Despite the positive outcomes, there were some challenges in implementing Big Book media in the classroom. One limitation was the availability of Big Books for individual use, as the students had to share the single large book during the lessons. Although the teacher used a projector to display the book, this approach limited some students' direct interaction with the material. Additionally, due to time constraints, the teacher could only cover a limited amount of content during each session, which restricted the depth of exploration for some aspects of the "Diriku" theme. However, the teacher's active facilitation and the interactive nature of the lessons helped maximize the effectiveness of the available resources.

The findings from this study suggest that Big Book media can be a valuable tool for enhancing early reading development. By combining visual and auditory elements, Big Books engage students in the learning process and improve their comprehension, word recognition, and overall reading fluency. The interactive and engaging nature of this teaching tool not only motivates students to participate actively in reading activities but also fosters a supportive and collaborative learning environment. Given these positive outcomes, it is recommended that educators integrate Big Books and other visual aids into their curriculum to create a more engaging and effective learning experience for young students.

This study also highlights the importance of incorporating peer collaboration and interactive teaching strategies in early literacy education. By providing opportunities for students to discuss the material and work together, educators can promote deeper understanding and critical thinking. Peer learning, combined with teacher guidance and the use of visual aids like Big Books, creates a dynamic classroom environment where students are encouraged to take ownership of their learning and develop essential reading skills. In conclusion, Big Book media proves to be an effective teaching tool for improving students' reading skills, particularly in the context of the "Diriku" theme at MI Al Bashirah. The use of visual aids, interactive activities, and collaborative learning significantly enhances students' comprehension, word recognition, and engagement with the material. While there were some challenges in terms of resource availability and time limitations, the overall results indicate that Big Book media can contribute to better reading outcomes for young learners. Moving forward, educators should consider integrating more interactive and visually stimulating materials into their teaching practices to support early literacy development.

CONCLUSION

After reviewing the results of this study, there are several conclusions that can be drawn, including; 1) In the results of the reading ability test in the pre-cycle, students with complete category results only reached 3 people or equal to 13.64% of the total number of students and those who had not completed were 19 people. In the results of the reading ability test in cycle I, there was an increase in results where the number of students with complete category results reached 12 people or equal to 54.55% and had not completed became 10 people. For the test results in cycle II, the results were obtained with the number of students who got complete category results, namely 20 people and those who had not completed were 2 people. The percentage of students who achieved test results with the complete category in cycle II was 90.91% of the total number of students. In the

N-Gain test, the results of the pre-test in the pre-cycle and post-test in cycle II, an N-Gain value of 0.61 was obtained, so the use of big book media can improve students' reading ability; 2) The value of teacher activity in learning in cycle I was 2.95 and in cycle II it became 3.81; 3) The value of student activity in the pre-cycle was 0.95 then in cycle I it increased to 2.21. In cycle II the value of student activity in learning increased to 2.85.

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