

Application of Big Book Media to Improve Beginning Reading Skills of Grade 2 Students of Muhammadiyah Elementary School 19 Medan

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Abstract

This research is motivated by the low reading ability of grade 2 students, which is characterized by a lack of interest and motivation in learning to read, as well as the use of less interesting learning methods. The purpose of this study was to determine whether the application of Big Book media can improve the reading ability of grade 2 students at SD Muhammadiyah 19 Medan. The method used in this study is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection. The subjects of this study were 31 grade 2 students. Data were collected through observation sheets of teacher and student activities, as well as a test of initial reading ability. The results of the study showed that the application of Big Book media can improve students' initial reading ability. In cycle I, only 32.2% of students achieved the completion criteria, while in cycle II, the percentage of students who completed increased to 93.5%. This shows that the use of Big Book media is effective in improving students' reading ability.

Keyword:

Big Book Media, Initial Reading Ability

1. INTRODUCTION

Education is an effort that is carried out or implemented regularly and systematically to mature students by providing knowledge and training various skills, instilling good life attitude values. In Law No. 20 of 2003, Article 1 concerning the national education system, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-development, intelligence, noble morals and skills needed by themselves, society, nation, and state. Education is an effort to attract something within humans as an effort to provide programmed learning experiences in the form of formal, non-formal, informal education in schools, and outside of school, which last a lifetime which aims to optimize individual abilities so that in the future they can play a role in life appropriately. Education has a very important role in ensuring the development and survival of a nation concerned. Quality education will produce output that is highly intellectual and creative. Education is the key to all progress and development that is of high quality because with education humans can realize all their potentials, both as individuals and as citizens. Various efforts have been made to improve the quality of learning, such as: curriculum reform, development of learning models, development of learning media, changes in assessment systems, and so on. One element that is often studied in relation to student activity and learning outcomes is the learning media used by teachers in learning at school. There are many ways that can be done so that students become active, one of which is changing the learning paradigm. Teachers are not only learning centers, but also guides, facilitators, and motivators. During learning activities, students are required to be active in learning.

Therefore, it is necessary to develop a learning media that can increase student activity in science learning, so that in the end it can improve student learning outcomes. The ability to read at the beginning is very important for grade 2 elementary school students. At this age, students are in the early stages of reading lessons which become the foundation for the development of further reading skills. Good initial reading skills will help students understand texts more easily and quickly, so that they can focus on developing advanced reading skills such as reading comprehension, critical reading, and others (Rahim, 2018). Initial reading skills are an important foundation for grade 2 students to be able to understand and learn various

learning materials in school (Solelhuudin, 2020). Initial reading helps students develop vocabulary, understand sentence structures, and obtain information from the texts they read (Tarigan, 2015). Students who have good initial reading skills will find it easier to follow lessons in class and achieve academic success (Rahim, 2018). In addition, good initial reading skills will also support students' overall academic achievement. Research shows that students with good initial reading skills tend to have higher grades in various subjects compared to students with low initial reading skills (Torgelsen, 2022). This is because reading ability is a basic skill needed to understand learning materials in various fields. Based on the results of initial observations in class 2 of Muhammadiyah 19 Meldan Elementary School, it is known that students are less active and passive in learning as evidenced by the presence of several students who are still less able to read. This can be seen from the way students read which is still hesitant and less precise in pronouncing writing. The problems that are often found are the lack of interest and motivation of students in learning to read, as well as the use of learning models that are less interesting and innovative. This shows that there needs to be a solution to improve students' reading skills by using learning media. The use of media in science learning is not boring, but the ongoing learning process will make the students more relaxed so that they can store the memory in the long term. Teachers should at least be able to utilize cheap and efficient tools.

2. RESEARCH METHODOLOGY

In this study, we used the classroom action research approach or PTK. According to Kelmis and Taggart, PTK is a form of reflective research that is carried out collectively by students in social situations. The goal is to improve understanding and fairness in educational practices. As explained by Suharsimi Arikunto, PTK is an observation of learning activities that occur together in the classroom. Thus, PTK becomes an effort by teachers to improve the quality of learning collaboratively. This research was conducted at Muhammadiyah Elementary School 19 Meldan, especially in class II. The selection of this location is based on initial findings that indicate problems in student learning outcomes, especially in science lessons. Initial observations were conducted from December 2024 to April 2025, and we have planned various activities that will be carried out during the study, which can be seen in the research time table. The subjects of this study consisted of 31 grade II students, who will be the focus of the implementation of the Meldia Big Book. The object of this study is the implementation of the Meldia to improve students' initial reading skills. With systematic steps in the research procedure, we hope to identify and solve existing problems and improve the quality of learning in the classroom. This research procedure will follow a cycle consisting of planning, implementation, observation, and reflection, which will continue to be carried out until the desired results are achieved.

3. RESULT AND DISCUSSION

Observation of Cycle I Actions

Teacher Activities

Based on the assessment that the Teacher's Ability to Manage Learning through Big Book in cycle I is still considered less than good. This is because the value obtained is 64.2%. During the teaching and learning process, teachers are still lacking in formulating the objectives to be achieved, determining the problems to be discussed, providing direction and rules to participants before the discussion is carried out, they are tasked with being the notary, recording all the main points of the discussion results, concluding the results of small group discussions to be reported to the large group, so it is necessary to continue for the use of cycle II for teachers.

Student Activities

1. Student Activities Managing Media Big Book Lessons

Based on the results of the observations conducted, during the Cycle I observation, 10 students completed the lesson or 32.2% and 21 students or 67.8% did not complete it. Based on the data analysis that has been conducted, it can be concluded that the use of Meldia Big Book at SD Muhammadiyah 19 Meldan has a positive impact on students' learning activities in improving their initial reading skills. Although there are several aspects that show less than satisfactory results, such as understanding the meaning of words and writing their own names, overall students show progress in recognizing letters and initial sounds of words. The results of the students' learning ability using the Big Book model are shown in the table below:

Table 1. Student Activity Ability Report Using the Big Book Model in Improving the Beginning Reading Ability of Students in Cycle I, Grade III of Muhammadiyah Elementary School 19 Melda

No	Value	Frequency	Percentage%
1	56-63	9	29%
2	64-69	9	29%
3	70-76	8	25,9%
4	77-83	5	16,1%
Amount		31	100%

Source: (Research Results, 2022)

Based on the table above, the students' learning activity using Meldia Big Book who got a score of 56-63 was 9 people (29%), who got a score of 64-69 was 9 people (29%), who got a score of 70-76 was 8 people (25.9%), who got a score of 77-83 was 5 people (16.1%). To clearly see the development of students' learning activity in managing Big Book cycle I, it can be seen through the diagram below.

2. Cycle II Research Actions

Teacher Activities

Based on the assessment that the Teacher's Ability to Manage Meldia Big Book has been said to be very good. This is because the value obtained is 89.2%. During the teaching and learning process in cycle II, the teacher is very good at explaining the learning objectives or basic competencies. This is to provide initial knowledge to students, condition the class to carry out classical discussions. Make the class more conducive to starting the learning process, and give assignments to students. The teacher opens the Meldia Big Book and shows the pictures in the Meldia Big Book. The teacher invites students to read simple sentences in the Meldia Big Book about the rules at Ani's house. The teacher conducts Q&A with students. The teacher conditions the sitting position as before after it is considered sufficient. By achieving the value of cycle II for Teachers' Ability to Manage the Big Book, there is no need to continue using the next cycle for teacher

a. Student Activities

Based on the results of the observations that have been carried out, during the Cycle II observation, 29 students have completed or 93.5% and 2 people have not completed or 6.5%. So far, the activeness of student learning using the learning model has been said to be very good in terms of intonation accuracy, tone, pronunciation and stress, clarity of voice, attitude and expression, reading, punctuation, fluency and reading speed. The results of the students' learning activity using the Big Book model in cycle II are shown in the table below:

Table 2. Student Learning Activity Initial Reading Ability Using Meldia Big Book Class 2 SD Muhammadiyah 19 Melda Cycle II

No	Value	Frequency	Percentage %
1	64-70	3	9.7%
2	71-77	1	3.2%
3	78-86	9	29%
4	87-95	16	51.6%
5	96-100	2	6.5%
Amount		31	100%

Source: (Research Results, 2023)

Action Analysis

The results of the acquisition of student values and responses during cycle I and cycle II are as follows:

1. Students' Initial Reading Ability Using the Meltodel Big Book

Table 3. Results of Students' Initial Reading Ability and Responses Using the Meltodel Big Book During Cycle I and Cycle II

No	Information	Number of Students		Percentage%	
		Cycle I	Cycle II	Cycle I	Cycle II
1	Complete	10 student	29 student	32,2%	93,5%
2	Not Complate	21 student	2 student	67,8%	6,5%

Based on the table above, the students' initial reading ability using the Big Book method in cycle I has not met the KKM standard, where 10 students have met the KKM value, and 21 students have not met the KKM value. The students' initial reading ability using the Big Book method in cycle II has met the KKM standard, where 29 students have met the KKM value, and 2 students have not met the KKM value. Based on the minimum completion criteria, a student is declared to have completed learning or achieved the competency that has been taught if the student gets a score of 75.

Students' Initial Reading Ability Before Using Meldia Big Book

This study was conducted to evaluate the initial reading ability of grade 2 students of Muhammadiyah 19 Meldan Elementary School, focusing on the initial conditions of the learning process which showed less than satisfactory results. From the observations that have been carried out, it can be seen that the role of the teacher in the learning process is very dominant, which causes students to be less active and more passive. This is in line with Hamzah's opinion (2020) which states that teacher dominance in learning can hinder student participation, so that they are unable to develop the skills needed, including reading skills. From the distribution table of students' initial reading skills, it can be seen that the majority of students get poor grades. As many as 58.1% of students are unable to recognize and pronounce letters properly, and 64.5% of students have difficulty recognizing and pronouncing the initial sound of a word. This shows that there is an urgent need to improve the teaching methods used. According to research by Supriyadi (2021), the use of varied and innovative learning models can increase student motivation and their learning outcomes. Students' inactivity in the learning process can also be seen from their low interest and motivation to learn to read. The results of the study showed that 51.6% of students were unable to understand the meaning of words in the context of the story, which is an important indicator of reading ability. This is in line with the statement from Mulyani (2019) who emphasized that low reading interest can affect students' ability to understand learning materials, including science subjects that require a good understanding of texts. The assessment of students' ability to write their own names also showed less than satisfactory results, with 54.8% of students unable to write their names correctly. This is an indicator that students do not yet have a strong foundation in writing skills, which is very important in the reading learning process. Research by Ningsih (2022) shows that good writing skills contribute to better reading skills, because these two skills are interrelated.

Based on the results of data analysis, it can be concluded that the initial condition of the reading skills of grade 2 students of Muhammadiyah 19 Meldan Elementary School is still far from expectations. With the majority of students showing poor scores in various aspects of reading skills, it is very important to carry out proper intelligence, such as the application of more interesting and innovative learning media, such as Big Book. This is expected to help students improve their reading skills significantly. From the results of this study, it can be concluded that the reading ability of grade 2 students of SD Muhammadiyah 19 Meldan is still low. Initial observations showed that teacher dominance in the learning process resulted in students being less active and unable to develop their reading skills. The results of data analysis showed that the majority of students got poor grades in various aspects of reading ability, such as recognizing letters, understanding the meaning of words, and writing their own names. There is an urgent need to improve the teaching methods used by teachers, by introducing more varied and interesting learning media. The use of Big Book media is expected to increase students' interest and motivation in learning to read, and help them develop better reading skills. Further research is needed to evaluate the effectiveness of this media after it has been implemented in the learning process, and to identify other factors that may influence students' early reading skills. Overall, the results of this study emphasize the importance of innovation in teaching models and the use of reading media to improve students' reading skills. Thus, it is expected that students can achieve better learning outcomes and be able to compete in higher education.

Results of Cycle I Research Students' Initial Reading Ability Using Meltodel Big Book

In this research, the researcher conducted observations on teachers' ability in managing learning using Meltodel Big Book in Cycle I at SD Muhammadiyah 19 Meldan. From the results of the assessment that was carried out, a total score of 18 out of a maximum of 24 was obtained, which showed a percentage of 64.2%. This figure reflects that teachers' ability in managing learning is still relatively poor. This is caused by several factors, including the lack of clear formulation of learning objectives, and the inability to provide effective direction to students before the discussion begins. Based on the data obtained, there are several aspects that need to be considered. For example, in the aspect of introducing letter symbols, the teacher has introduced the symbols quite clearly, but there are still other aspects such as teaching the meaning of words in the context of the story that have not been optimal. This shows that teachers need to improve their ability to explain and relate the material to students' real experiences. Research by Supriyadi (2020) shows that the introduction of contextual letters and words can significantly improve students' understanding. In addition, in the analysis of student activities, it was found that student activity in learning using the Big Book media also varied. Of the 31 students observed, only 10 students (32.2%) achieved completion, while 21 students (67.8%) had not achieved the completion criteria. This shows that although the use of the Big Book media has the potential to improve initial reading skills, many students still have difficulty understanding the material being taught. According to research by Arifin (2021), the use of attractive learning media such as Big Book can increase students' learning motivation, but its implementation must be supported by the right learning model. From the distribution table of student activity scores, it can be seen that most students show good scores in recognizing and pronouncing letters, but many are not good at understanding the meaning of words. This indicates that the learning provided is still not able to reach students' deep understanding. Research by Hidaylah (2022) states that understanding the meaning of words is very important to improve reading skills, so teachers need to provide more practice and context in teaching. Based on the results of the data analysis that has been carried out, it can be concluded that the teacher's ability to manage learning with the Big Book model in Cycle I at SD Muhammadiyah 19 Meldan still needs improvement. Although there are several aspects that show good results, such as recognizing letters and initial sounds of words, there are also aspects that need attention, such as understanding the meaning of words and writing one's own name, which show less than satisfactory results. The students' learning activity also shows that although the use of Big Book media can give positive impacts, there are still many students who have not reached the completion criteria. Therefore, there needs to be improvement in the teaching strategy, including the formulation of clear objectives, appropriate direction, and the use of more contextual exercises. Thus, it is expected that in Cycle II, the teacher's ability to manage the learning can be increased, and the students' activity and understanding can also be improved.

Results of Cycle II Research Students' Initial Reading Ability Using Meldia Big Book

In cycle II, observation of teachers' ability in managing Meldia Big Book showed very good results. Based on table 4.8, the teacher managed to get a total score of 25 out of 25 which showed a value of 89.2%. This shows that the teacher has succeeded in various aspects of managing Meldia Big Book that have been observed. These aspects include recognizing letter symbols, understanding the meaning of words, teaching how to soften the initial sounds of letters, guidance in writing names, and teaching the relationship between sounds and letter shapes. In the learning process, the teacher not only introduces the Big Book media, but also invites students to actively participate. For example, the teacher opens the Big Book media and shows the available pictures, and invites students to read simple sentences related to the rules at Ani's house. This interaction not only improves students' understanding, but also creates a conducive learning atmosphere. With clarity in explaining the learning objectives, the teacher is able to condition the class to carry out classical discussions, which are an important part of the active learning process. Based on the assessment results, the teacher has achieved a high level of mastery in managing the Big Book media. This shows that there is no need to continue with the next cycle to develop teacher skills in this case. As a note, this success is not only determined by the method used, but also by the teacher's ability to create a learning environment that is fun and intellectual. The results of measuring student activity in reading the beginning using the Big Book method in cycle II showed significant development. Table 4.9 provides an overview of the distribution of student activity scores. Of the 31 students involved, 29 of them managed to complete, with a percentage of 93.5%. This shows the effectiveness of the Big Book method in improving students' early reading skills.

From the data analysis, the assessment of students' ability to recognize and pronounce letters showed very good results with 58.8% of respondents getting very good scores.

In addition, students' ability to understand the meaning of words in the context of the story also showed positive results, where 51.6% of respondents got very good scores. This reflects that students are not only able to recognize letters but also understand the context of what they are reading, which is an important aspect in reading lessons. The students' ability to write their own names fluently also showed very encouraging results, where 51.6% of respondents got very good scores. This shows that students have been able to apply what they have learned in practice. In addition, the students' ability to read their own names fluently got very good scores from 71.0% of respondents, which shows that students have mastered the aspect of reading fluency. Measuring students' ability to connect sounds with letter shapes also showed very good results, with 61.3% of respondents getting very good scores. This shows that students are able to understand the relationship between sounds and letter forms, which is an important foundation in learning to read. However, there are several aspects that still need to be improved, such as students' ability to group words based on initial sounds, where 48.4% of respondents got good grades. From the results of observations and measurements carried out, it can be concluded that the use of the Big Book model in learning to read at SD Muhammadiyah 19 Melden has shown very good results. With 93.5% of students completing, this shows that this model is effective in improving students' reading skills. In addition, active interaction between teachers and students during the learning process also contributes to positive outcomes. However, it is important to continue to monitor and evaluate aspects that still need to be improved. For example, although most students show good reading and letter comprehension skills, there is still room for improvement in grouping words based on initial sounds.

This suggests that although the Big Book model is effective, a more focused approach to certain aspects may be needed to achieve better outcomes. Previous research by Sari and Prasetyo (2021) also shows that the use of intellectual learning media, such as Big Book, can improve students' early reading skills. In their research, it was found that self-directed learning using Big Book media showed a significant increase in reading ability compared to students who were taught without the media. This is in line with the results of observations in Cycle II, where students showed good reading activity and ability. In addition, research by Rahmawati (2022) emphasized the importance of the teacher's role in facilitating the use of learning media. Teachers who are able to manage media well can create a more interesting and effective learning experience for students. In this context, the teacher's ability to manage Big Book media in Cycle II is very important to improve student learning outcomes. Based on the results of observation and data analysis, it can be concluded that the teacher's ability to manage the Big Book model in cycle II is very good. With a score of 89.2%, the teacher has succeeded in creating a conducive and interactive learning environment, which has a positive impact on student activity. Student activity in reading the beginning also showed significant development, with 93.5% of students achieving completion. This success shows that the Big Book model is an effective tool in improving students' reading skills. However, further evaluation and development are still needed to address aspects that still need to be improved. With the right approach, it is hoped that the quality of learning can continue to be improved in the future.

4. CONCLUSION

Based on the results of this classroom action research, it can be concluded that:

1. The distribution of the initial reading ability of grade III students of SD Muhammadiyah 19 Melden before using Melda Big Book is still low. The majority of students showed poor scores in various aspects of reading ability, only 1 student showed poor intelligence.
2. The results of the assessment in cycle I showed that the teacher obtained a total score of 18 out of a maximum of 24, which means only reaching a percentage of 64.2%. This figure reflects that there is still a lot of room for improvement in the management of learning. One of the factors that contributed to this result was the lack of clear formulation of learning objectives, as well as the inability to provide effective direction to students before the discussion began. The results of the reading ability at the beginning of Cycle I showed that out of 31 students observed, only 10 students reached the completion criteria, while most students still had difficulty understanding the material being taught.
3. In cycle II, there was very positive progress in the teacher's ability to manage the Big Book media. Based on the data we collected, the teacher managed to achieve a perfect score of 25 out of 25, which means 89.2%. This is a clear indicator that the teacher has mastered various important aspects in managing this

media, including the introduction of letter symbols and teaching how to write names. This shows the extraordinary dedication and effort of the teacher in improving the quality of their teaching. The results of measuring students' early reading skills showed significant development. Of the 31 students, 29 of them managed to complete the course, with a pass rate of 93.5%. This shows that the Big Book model is very effective in improving students' early reading skills.

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