Implementation of Big Book Fantasy Stories as a Medialearning in Improving Abilities Reading The Beginning for Students SDN 01 Rantau Selatan Labuhan Batu

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ABSTRACT

This study aimed to analyze the implementation of Big Book learning media in improving the beginner reading skills of first-grade students at SDN 01 Rantau Selatan, Labuhan Batu Regency. The main problems raised in this study are the low beginning-reading skills of students and the lack of use of interesting and effective learning media. Therefore, this study was conducted to determine the effectiveness of Big Books in improving students' reading skills. The research method used was a quantitative method with a pretest-posttest experimental design. The research sample consisted of 23 first-grade students, selected using a saturated sampling technique. Data were collected through an initial reading testbefore and after treatment using Big Book media. The results showed a significant increase in students' reading skills after the use of the Big Book. The average pre-test score of students was 48.69, with a standard deviation of 17.91, indicating that most students had low to moderate beginner reading skills. After receiving treatment, the average posttest score increased to 69.13 with a standard deviation of 10.83, indicating an increase of 20.44 points. In addition, the distribution of score categories also experienced changes, where in the pretest only 17.39% of students were in the high category, while in the posttest, it increased to 30.43%. The t-test results showed that the calculated t of 8.095 was greater than the t table, so it can be concluded that there was a significant difference between the pretest and posttest scores after the application of Big Book media in early reading. Thus, this study proves that the use of Big Book media can significantly improve students' early reading skills.

Keywords: Big Book, Beginning Reading, Interactive Learning, Elementary Education

I. INTRODUCTION

Education is the primary foundation for the development of high-quality human resources. In this era of globalization, literacy, particularly reading, is an essential skill that must be mastered from an early age. Early reading skills taught in the first grade of elementary school lay the foundation for students' success in further education (Hussain, 2025).

Early reading skills encompass not only recognizing letters and spelling words, but also understanding the meaning of what is read. This skill encompasses various aspects such as phonemic skills, letter recognition, vocabulary comprehension, and simple text comprehension. Mastering early reading skills will make it easier for students to access information, develop knowledge, and improve critical thinking skills (Yusnita & Dara Aisyah, 2025).

However, the reality on the ground shows that many first-grade students still experience difficulties in mastering beginner reading skills (Ristyaningsih & Pujaningsih, 2025). Based on initial observations and interviews with teachers at SDN 01 Rantau Selatan, several issues related to beginner reading skills were identified, including:

a) Low student interest in reading: Students tend to be more interested in playing activities than in reading. b) Difficulty in recognizing letters: Some students still have difficulty distinguishing letters with similar shapes. c) Lack of vocabulary understanding: Students have difficulty understanding the meanings of simple words in the text. d) Less innovative learning methods: The learning methods used are dominated by lectures and practice questions, which are less interesting for students. e) Minimal use of interesting learning media: The learning media used are limited to textbooks and worksheets, which are less interactive and visual.

These problems impact students' initial reading skills, which can ultimately hinder their learning at subsequent levels of education. Therefore, efforts are needed to address these issues by developing innovative and engaging learning methods and media (Makhsin et al., 2025).

The learning process is essentially aimed at discovering students' hidden talents and developing their individual potential to reach full potential (Pietrzak & Ząbkowski, 2024). The role of educators or teachers in the classroom is nothing more than that of a guide and motivator, stimulating students' self-development. However, what is currently happening is that the learning process hinders student activities and creativity. Teachers emphasize reading and focus on theory. The use of one-way lecture methods forces students to rely solely on their ability to memorize and recall materials. This method makes students bored with the lesson and makes them less able to understand the main points (Wahyuni & Abidin, 2024)

Learning media can address problems that arise when methods dominate the learning process. The use of engaging learning media can improve the quality of students' learning. This is due to technological advances that can help students achieve success in understanding the learning materials presented by educators (Mayer, 2009:112). Furthermore, the media can support teachers in preventing monotony when implementing lecture methods.

In a learning environment, learning media is essential, especially in lower grades, such as grades 1−3 of elementary school. This is because not all students can understand the worksheets widely used in various schools. Based on the researcher's initial observations when conducting a reading test on second-grade students at SDN 06 Merigi, it was found that of the 20 fluent readers, only 43.47% were able to understand the contents of the short texts in the worksheets and answer the exercises correctly. In addition, the results of interviews with homeroom teachers showed that students often carelessly answered questions on the worksheets because of a lack of understanding of the texts they read.

In line with this phenomenon, innovation is needed in the use of more engaging and effective learning media to improve students' early reading skills. One learning medium that is considered effective is the Big Book. A Big Book is one with attractive illustrations and simple text (Rahmasari, 2022). This medium has the advantage of capturing students' attention and making it easier for them to understand content.

Several previous studies have also shown that using Big Books is effective in improving students' reading skills. Research conducted by Ramadhani et al. (2025) showed that students who studied using Big Books had better beginner reading skills than students who studied using regular textbooks (Ramadhani et al., 2025).

II. METHODS

A. *Research Design*

This research was a quantitative study with a pre-experimental design in the form of a one-group pretest-posttest design. This study only involved one class, namely class I, which was treated using Big Book media. This study was conducted a three meetings.

In the first meeting, before receiving treatment, students were given a pretest to determine their initial abilities. Next, learning materials were presented using Big Book media in the second meeting. In the third meeting, after students received the Big Book media, they were given a posttest to determine their improvement in their abilities. The questions used in the pretest and posttest were multiple-choice questions. Thus, the treatment results can be calculated using the following formula:

$$O1 \ X \ O2$$

O1 = pretest score (before treatment) X = treatment with Big Book mediaO2 = posttest score (after treatment)

The effect of treatment on the initial reading ability was calculated using the following formula: O2 - O1.

A one-group pretest-posttest design was chosen because it allows researchers to observe changes in student learning outcomes before and after treatment. By comparing pretest and posttest scores, the effectiveness of Big Book media can be objectively analyzed. This design also provides insight into how Big Book media affects students' motivation and interest in beginner reading.

B. *Place and Time of Research*

This research was conducted at SDN 01 Rantau Selatan, Labuhan Batu Regency, in the 2025/2026 academic year. The study period was from August to December 2025. The selection of this research location was based on the consideration that the school has a curriculum that supports the use of visual-based learning media, such as Big Books.

Furthermore, the five-month study period provided the researchers with the opportunity to closely observe how students responded to the use of Big Books in learning. With sufficient time, researchers can conduct a more comprehensive evaluation of the effectiveness of this medium.

C. *Population & Sample*

The population was the source from which the sample was collected. A population is the total of all possible values, both quantitative and qualitative, of the characteristics of a complete and clear collection of objects. Sugiyono (2018:25) states that a population is a generalized area consisting of objects/subjects that have a certain quantity and characteristics determined by the researcher to be studied, and then conclusions are drawn. The population in this study was first-grade students of SDN 01 Rantau Selatan in the odd semester of the 2025/2026 academic year.

The sample for this study consisted of 23 first-grade students at SDN 01 in Rantau Selatan. Saturted sampling was used, which used the entire population as a sample. A saturated sampling method was chosen because the number of students in the population was not too large, allowing all members of the population to be studied to obtain more accurate and representative results.

Using this technique, every student in the class has an equal opportunity to become a research subject. This also allowed for a more in-depth analysis of the impact of Big Book media use on students' reading skills.

D. *Data Collection Technique*

Observations were conducted using teacher and student activity observation sheets to determine learning conditions and student learning outcomes. These observations aimed to document students' responses to learning using the Big Book, in terms of both their engagement in learning and motivation.

The test was used to measure students' beginner reading skills before and after being treated with Big Book media. The test was a multiple-choice item adapted from the SDN 01 Rantau Selatan curriculum. The pretest was administered during the first meeting, while the posttest was administered after the second meeting.

This test was designed to assess students' comprehension of letters, syllables, and simple words in the text. It also aimed to assess students' comprehension of the texts they read.

The documentation collected included activity photos, lesson plans (RPP), and syllabi. This documentation played a crucial role in supporting the research data and in providing a concrete picture of the learning process.

E. *Data Collection Instrument*

The instrument used in this study was a multiple-choice test aimed at assessing the students' early reading development. The instrument used in this study was a descriptive test aimed at assessing the students' reading activities. The descriptive test consisted of two forms: objective and non-objective. Objective descriptive tests measure student abilities by describing specific concepts. These tests are usually related to the subject matter and are objectively assessed. Students answered questions assessing their reading activities.

The validity and reliability of the research instruments were tested before their use. The steps for instrument testing were as follows:

Validity Test. Validity testing is used to determine whether an instrument measures what it is supposed to. Validity testing was performed using Microsoft Excel and SPSS 16.0. Validity is crucial for questions that accurately measure students' reading abilities.

A validity test is a tool that indicates the validity or authenticity of an instrument. A test is considered valid if it has a high degree of accuracy in revealing the aspects it intends to measure. The calculation used the Excel computer program validity test. In this study, a validity test was conducted in Class II and was administered to 23 respondents.

Reliability indicates the consistency of the measuring instrument in measuring research variables. Reliability testing was conducted using SPSS 16.0. A high reliability indicates that the instrument used in this study can produce consistent data.

Difficulty-level analysis was performed to determine whether the questions were easy or difficult. Difficulty-level analysis is intended to determine whether a question is easy or difficult. The level of difficulty is a number that shows how difficult or easy a problem is.

F. *Data Analysis Technique*

Assumption testing was performed to determine the next steps in the data analysis. The normality test aimed to determine whether the data were normally distributed. This test uses chi-square with the following criteria:

if the calculated chi-square value ≤ the table chi-square or the significance value ≥ 0.05, then the data are normally distributed.

In this study, a normality test was conducted using SPSS 16.0. Thus, the data analysis in this study was carried out systematically to measure the effectiveness of Big Book media in improving the initial reading skills of first-grade students of SDN 01 Rantau Selatan, Labuhan Batu Regency, Academic Year 2025/2026.

Ha: The sample comes from a normally distributed population.

Ho: The sample does not come from a normally distributed population.

Based on the normality test using the SPSS program, there is an index of 0.883 using the Kolmogorov-Smirnov Z test > 0.05; therefore, it can be concluded that the population is normal.

The homogeneity test of variance, as proposed by Arikunto, is intended to determine whether the variance of the samples taken from the same population is uniform. The homogeneity test in this study was performed using the Levene test statistic with the help of SPSS.

The criteria in homogeneity testing, if the Levene value ≤ the table value or significance ≥ 0.05, then it can be stated that the population in the group is homogeneous or has similarities. The homogeneity test uses the F test with the criteria that if F count < F table, then Ho is accepted and Ha is rejected. Ho is accepted, which means that the variance is homogeneous.

From the data test using SPSS, a homogeneity index was obtained with a significance level of 0.075 > 0.05, so it was stated that the sample or population used was homogeneous.

Criteria for measuring the pre-test description (M+1 SD, M+0, M-1SD). The above calculation is based on statistical provisions according to Sudijono:

M+ 1 SD (for high category)

M+ 0 (for medium category)

M- 1SD (for low/very low category).

The t-test is often referred to as the paired-sample t-test. The t-test for paired sample data compares the averages of the two variables for a single sample group. This test calculates the difference between the values of the two variables for each case, and tests whether the average difference is zero. A t-test was used for the hypothesis test. The t-test was used to determine whether there was a significant difference between the post-test creativity pretest and post-test scores. The alternative hypothesis and Ha proposed are "There is a significant difference in students' reading ability using Big Book media compared to those who do not use Big Book media." The proposed Ho is "there is no significant difference in students' reading ability using Big Book media compared to those who do not use Big Book media."

The t-test was performed twice. The first t-test was used for the pre-test data, which was intended to determine the initial conditions of the research subjects from the two groups. Second, a t-test was calculated for the posttest data, which was intended to determine the effect of the teaching and learning process, which can be seen based on the final conditions of the research subjects after being given the treatment. Thus, the hypotheses of each study must be tested. Our goal was to prove the validity of the previously formulated hypotheses. In test this hypothesis.

III. RESULTS AND DISCUSSION

A. Pretest

This study aimed to analyze the implementation of Big Book media in improving the beginner reading skills of first-grade students at SDN 01 Rantau Selatan. In the learning process, there are two main aspects that are the focus of observation: teacher and student activities. Observations were conducted to determine the extent to which the learning process was implemented and how students were involved in reading activities using Big Book media.

The continuity of teacher activities or tasks can be calculated as follows:

Based on the results of observations by researchers with five criteria, namely, very good (5), good (4), sufficient (3), less (2), and very less (1). This achievement can be presented as a percentage by obtaining the observation results using a Likert scale of 46. To measure the implementation of teacher activities, a percentage calculation was conducted based on a Likert scale with a value range of 1-5.

It can be concluded that the implementation of teachers' activities in implementing Big Book media in early reading learning is quite good, with a percentage of 76.66%. Teachers have implemented various learning strategies that actively engage students, although there are still several aspects that need improvement, such as providing information on learning objectives and reinforcing the benefits of learning more deeply.

The analysis showed that the implementation of student activities in learning to read using Big Book media reached 84.61%, indicating a very good category. This indicates that Big Book media have a positive impact on student engagement in early reading learning. Students appeared enthusiastic about listening to the text, observing the images, actively participating in discussions, and expressing their opinions.

From the results of observations of teacher and student activities, it can be concluded that the implementation of Big Book media in early reading learning has gone well and has provided positive results. Teacher activities reached 76.66%, which shows that the teacher has carried out learning well even though there are still several aspects that need to be improved. Student activities reached 84.61%, which shows that students are very involved and active in the learning process using Big Book media.

Thus, the Big Book medium has proven to be an effective tool for improving the beginner reading skills of first-grade students at SDN 01 in Rantau Selatan. This success can be further optimized by developing more varied, interactive, and student-centered learning strategies.

In this study, students' reading skills were measured through pretests and posttests of first-grade students at SDN 01 Rantau Selatan. The pretest was conducted before using the Big Book media, while the posttest was conducted after learning with the media. The purpose of this measurement was to determine the extent to which students' beginner reading skills improved after the implementation of Big Book media in the teaching and learning process.

It can be seen that the average pre-test score was 48.69. The second step was to determine the standard deviation of the pre-test variables. Standard deviation is used to measure the amount of variation or distribution of a number of data values. A low standard deviation indicates that the data points tend to be close to the mean (average), whereas a high standard deviation indicates that the data points are spread over a wider range of values. The processed data from the pre-test were related to the mean, median, mode, and standard deviation. Thus, the average student pre-test score was 48.69. Next, to determine the distribution of the data, standard deviation was calculated as a measure of the variation in scores obtained by the students.

Table 1. Distribution of Pretest Statistical Data

Criteria	Pretest
Mean	48.69
Mode	60
Median	50
Standard Deviation	17.91

From the above table, we can see that the mode value, which is the most frequently occurring value, is 60, the median value is 50, and the standard deviation is 17.91. This standard deviation indicates the extent to which students' scores spread from the mean.

Next, classification is carried out based on the range of values using the statistical formula proposed by Sudijono:

M + 1 SD= 48.69 + 17.91 = 66.6 (rounded to 67)
M + 0= 48.69 + 0 = 49
M - 1 Elementary School= 48.69 - 17.91 = 30.78 (rounded to 31)

Table 2. Pretest Score Range

No	Interval	Category
1	67 and above	Tall
2	49 - 66	Currently
3	31 - 48	Low
4	31 and under	Very Low

There were four students in the high category (17.39%), ten students in the medium category (43.47%), four students in the low category (17.39%), and five students or 21.73% (very low). It can be concluded that the medium category is dominated by 10 students or 43.47%.
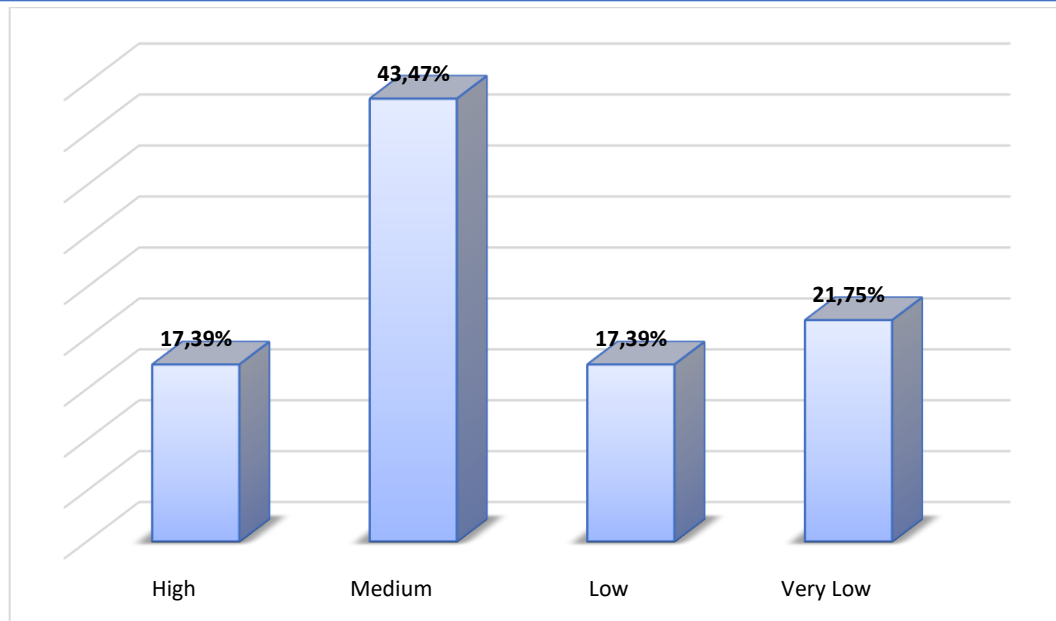
Figure 1. Pretest Diagram

Based on this data, the distribution of students in each category is:
1. Tall: 4 students (17.39%)
2. Currently: 10 students (43.47%)
3. Low: 4 students (17.39%)
4. Very Low: 5 students (21.75%)

It can be concluded that the majority of students were in the moderate category, with a total of 10 students (43.47% of all pretest participants). From the results of this pretest, it can be seen that there are still many students in the low and very low categories, so intervention is needed through the use of effective learning media, one of which is the Big Book of Fantasy Stories. This study aims to determine whether the application of the Big Book can improve students' reading skills and bring about significant changes in their posttest results.

B. Posttest

In this study, the researchers also used a posttest to assess the results of the treatment or experiment implemented in grade I SDN 01 Rantau Selatan, Labuhan Batu Regency. The posttest was conducted after students received instructions using Big Book fantasy story media. The purpose of this posttest was to measure the improvement in students' beginner reading skills after being given treatment in the form of Big Book media in the learning process.

The average posttest score was 69.13. The next step was to determine the standard deviation of the posttest score. Standard deviation is used to determine the level of variation or dispersion of data from the average score. The smaller the standard deviation, the closer the students' scores are to the average, whereas the larger the standard deviation, the greater the dispersion of the students' scores from the average. The results of processing the posttest data included the mean, median, mode, and standard deviation, as shown in the following table.

Table 3. Posttest Statistical Data Distribution

Criteria	Posttest
Mean	69.13
Mode	70
Median	70
Standard Deviation	10.83

Based on the above table, the average (mean) posttest score was 69.13, the mode was 70, the median was 70, and the standard deviation was 10.83. Next, the posttest score description criteria were calculated using the statistical formula according to Sudijono:

M + 1 SDX = 69.13 + 10.83 = 79.96 rounded to 80

M + 0 = 69.13 + 0 = 69.13 rounded to 69
M - 1 SDX = 69.13 - 10.83 = 58.3 rounded to 58
The results of this calculation are categorized in the following table.

Table 4. Posttest Value Range

No	Interval	Category
1	80 and above	Tall
2	69 - 79	Currently
3	58 - 68	Low
4	57 and under	Very Low

Based on the results of these categories, the students' posttest data can be described as follows: It can be concluded that there were seven students (30.43%) who obtained the High category, eight students (34.78%) in the medium category, seven students (30.43%) in the low category, and one student (4.34%) in the Very Low category.
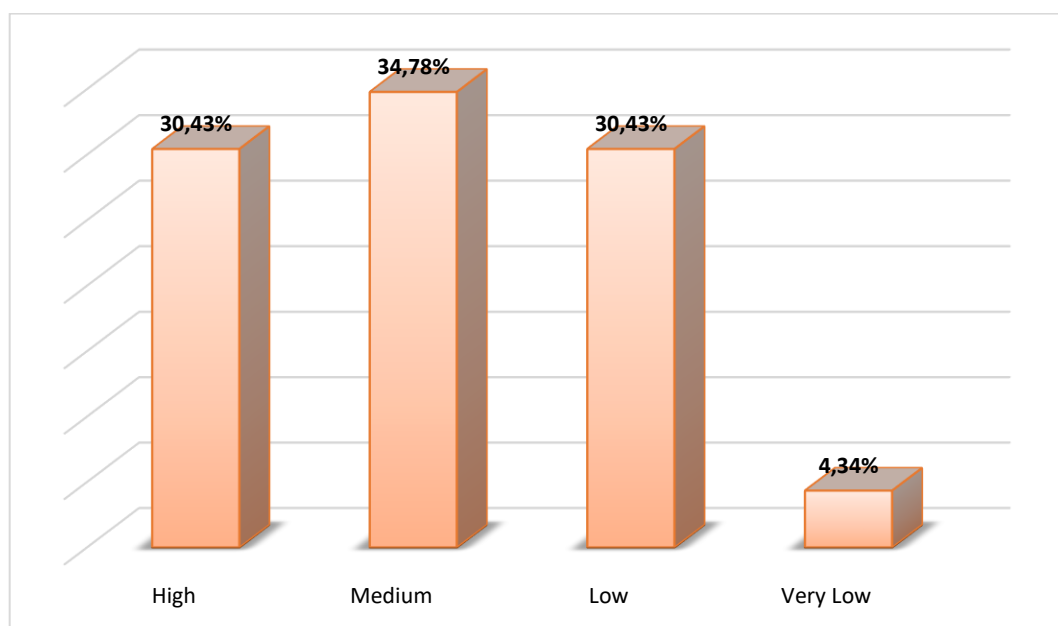

Figure 2. Posttest Diagram

Table 5. Differences in Pretest and Posttest Statistical Data Distribution

Criteria	Pretest	Posttest
Mean	48.69	69.13
Median	60	70
Mode	50	70
Standard Deviation	17.91	10.83

The table above shows a significant difference between the pre-and post-test scores. The average pre-test score was 48.69, while the post-test score increased to 69.13, representing a 20.44-point increase. The pre-test median was 60, which increased to 70 in the post-test. The pretest mode was 50, increasing to 70 in the post-test, and the pretest standard deviation was 17.91, decreasing to 10.83 in the posttest, indicating that students' scores after treatment were more concentrated around the mean.

Thus, it can be concluded that the use of big-book fantasy story media in early reading learning in class I of SDN 01 Rantau Selatan, Labuhan Batu Regency has a positive impact on improving students' reading abilities.

The table above shows the difference in data obtained between the pre-test and post-test results. The mean pre-test score was 48.69, while the mean post-test score was 69.13. This indicates an increase of 20.44 points after the implementation of Big Book media in early reading learning. Furthermore, the median pre-test score was 60, while the median post-test score increased to 70, indicating an increase of 10 points.

From the mode aspect, in the pre-test, the most frequently appearing score was 50, whereas in the post-test it increased to 70, indicating an increase of 20 points. Furthermore, the standard deviation in the pre-test was 17.91, while in the post-test, it was 10.83, which means there was a decrease of 7.08 points. This indicates that after the use of Big Book media, the variation in students' scores became more homogeneous and concentrated around a higher average score. It can be concluded that the average of students' initial reading ability significantly increased after the use of Big Book media in learning.

To determine the effect of implementing Big Book media on improving students' reading skills, a statistical test using a t-test was conducted. This t-test aims to determine whether there is a significant difference between the pre-test and post-test results after implementing the Big Book media. To test this hypothesis, the following criteria were used.

1. If t count $\geq$ t table, then the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.
2. If thitung < t table, then the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

The formulation of the hypothesis in this study is:

1. Ha: The use of Big Book media has a significant influence on the initial reading ability of class I students at SDN 01 Rantau Selatan.
2. Ho: There is no significant influence of the use of Big Book media on the initial reading ability of class I students at SDN 01 Rantau Selatan.

Table 6. t-Test Result

Paired Differences	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
Pair 1: Pretest - Posttest	-20,435	12,239	2,552	-25,727	-15,142	8,095	22

From the above table, the significance value (Sig. 2-tailed) is 0.000, which is smaller than the significance level of 0.05 (0.000 < 0.05). This indicates that Ho is rejected, and Ha is accepted. Thus, it can be concluded that the use of big-book media has a significant influence on the initial reading ability of first-grade SDN 01 Rantau Selatan students.

Additionally, manual calculations were performed using the t-test formula for two small, interrelated samples, namely, the pretest and posttest scores from the same object.

With a significance level of 0.05, and df = 22, the table value was 1.717. The calculation results show that tcount is 8.095, which is greater than ttable (8.095 $\geq$ 1.717). Thus, these results further strengthen the conclusion that the use of Big Book media in early reading learning has a significant influence on improving the reading ability of first-grade students of SDN 01.

In conclusion, both the results of calculations using the SPSS program and manual calculations obtained the same results; namely, there is a significant influence of the use of Big Book media on improving students' initial reading skills. Therefore, Big Book media can be an effective alternative for improving the initial reading skills of first-grade students at SDN 01 Rantau Selatan, Labuhan Batu Regency in the 2025-2026 Academic Year.

C. Discussion

The results of the study showed that the implementation of teachers' activities in implementing Big Book media in reading activities reached 76.66%. Meanwhile, the implementation of students' activities in implementing Big Book media in Indonesian subjects reached 84.61%. This indicates that the use of Big Book media has been effectively implemented in early reading learning (Cahaya et al., 2023).

Big Book media has several unique features that support the development of students' early reading skills. These include:

1) Provide opportunities for students to engage in reading activities together, thus creating a more interactive learning environment.
2) Allows all students to see the same writing when the teacher reads the story so that students can more easily connect the sounds with the written text.
3) Allows students to work together to understand and give meaning to each piece of writing in the Big Book, which can improve their critical thinking skills.
4) Provide opportunities for students who are delayed in reading to recognize writing with the help of teachers and friends, thereby increasing their self-confidence.
5) It is loved by students, including those with reading delays, because its attractive appearance and large font size make it easier for them to recognize words.
6) Helps students develop various aspects of language, including vocabulary, reading comprehension, and speaking skills, because they can be interspersed with discussions about the content of the story that are relevant to students' experiences and imagination.
7) Increase students' courage and confidence that they can read, which is very important in the early stages of learning to read.

Based on the pretest results, there were differences in students' reading ability levels before using the Big Book. Four students (17.39%) were in the high category, 10 (43.47%) were in the medium category, four (17.39%) were in the low category, and five (21.73%) were in the very low category. This indicates that the majority of students have moderate reading abilities (Balansag, 2025).

After learning using Big Book media, the posttest results showed an increase in students' reading abilities. In the high category, there were seven students (30.43%); in the medium category, there were eight students (34.78%); in the low category, there were seven students (30.43%); and in the very low category, there was only one student (4.34%). Thus, it can be concluded that there was an increase in the number of students in the high category and decrease in the number of students in the very low category.

This improvement can also be seen in the average pretest and posttest scores. The average pretest score was 48.69, while the average posttest score increased to 69.13, a difference of 20.44 points.

Furthermore, improvements were evident in median and mode scores. The median in the pretest was 60, while in the posttest, it increased to 70 (a 10-point difference). The mode in the pretest was 50, while in the posttest, it increased to 70 (a 20-point difference). The standard deviation in the pretest was 17.91, while in the posttest it decreased to 10.83, indicating that the variation in scores among students decreased after learning using Big Book media.

Table 7. Difference in Range of Values Obtained

No	Criteria	Pretest	Posttest
1	Tall	4 (17.39%)	7 (30.43%)
2	Currently	10 (43.47%)	8 (34.78%)
3	Low	4 (17.39%)	7 (30.43%)
4	Very Low	5 (21.73%)	1 (4.34%)

Based on these data, it can be seen that Big Book media contributes to improving students' reading ability, with an increase in the number of students in the high category and a decrease in the very low category (Adju et al., 2023).

The results of the statistical tests indicate that the use of Big Book media significantly influences students' reading abilities. Based on calculations with a significance level of 0.000, which is less than 0.05, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This indicates that Big Book media has a significant influence on improving students' initial reading abilities.

In addition, based on the calculated t value, t = 8.095 was obtained, while the t-table value with a df of 22 samples was 1.860 at a significance level of 0.05%. Because the calculated t-value is greater than the t-table (8.095 > 1.860), it can be concluded that the use of Big Book media significantly contributes to improving students' reading skills (Sulthoni & Fediyanto, 2024).

The results of this study are in line with the research conducted by Yuniati entitled "Improving Beginning Reading Skills through Big Book Media in Class IB Students of SDN Mangiran, Srandakan District.". In this study, the use of Big Book media was proven to improve students' beginner reading skills in terms of both process and results.

Judging from the results of Yuniati's research, the average initial reading skill in pre-action was 64.14, increasing to 67.59 in cycle I, and 73.31 in cycle II. The percentage of students who achieved the average score also increased, from 68.4% in pre-action to 78.9% in cycle I, and increased again to 89.5% in cycle II. Thus, it can be concluded that Big Book media play an important role in improving students' initial reading skills. Based on field findings and existing theories, researchers have concluded that Big Book media has a positive influence on students' reading abilities, particularly in improving early reading skills at SDN 01 Rantau Selatan, Labuhan Batu Regency. The implementation of Big Book media in reading learning can help students better understand texts, increase their motivation to read, and create a more enjoyable and interactive learning atmosphere.

IV. CONCLUSIONS

The results of the study showed that the implementation of teacher activities in applying Big Book media in early reading activities in class I of SDN 01 Rantau Selatan was 76.66%. This indicates that teachers implemented learning strategies using Big Books quite well. Furthermore, the implementation of student activities in using Big Book media in Indonesian language subjects reached 84.61%, which indicates that students are quite active in participating in learning with this medium. Student activity in this learning can be seen from their enthusiasm in reading and responding to the contents of the stories presented in the Big Book. Thus, the use of Big Books as a learning medium has been proven to increase student engagement in early reading learning. Based on the research results, students' reading ability before and after using Big Book media significantly increased. In the pre-test, the distribution of student learning outcomes was as follows: four students (17.39%) were in the high category, 10 students (43.47%) were in the medium category, four students (17.39%) were in the low category, and five students (21.73%) were in the very low category. It can be concluded that the majority of students were in the medium category that is, 10 students (43.47%). After learning using the Big Book media, the posttest results showed changes in the distribution of student learning outcomes, namel, seven students in the high category (30.43%), eight students in the medium category (34.78%), seven students in the low category (30.43%), and one student in the very low category (4.34%). From these data, there is an increase in the number of students in the high and medium categories and a decrease in the number of students in the very low category. Statistically, there was a significant improvement from pretest to posttest. The mean score in the pretest was 48.69, while in the posttest, it increased to 69.13, resulting in a difference of 20.44 points. The median in the pretest was 60, while in the posttest it increased to 70, meaning there was an increase of 10 points. The mode in the pretest was 50, while in the posttest it increased to 70, indicating an increase of 20 points. In addition, the standard deviation in the pretest was 17.91, while in the posttest it decreased to 10.83, meaning there was a difference of 7.08 points. This indicates that after using Big Book media, student learning outcomes became more stable with a more even distribution of scores. Based on statistical analysis, the effect of Big Book media on students' reading ability was tested using a t-test. The results of the analysis showed a significance value of 0.000. Since $0.000 < 0.05$, H0 was rejected and Ha was accepted, which means that there was a significant effect of using Big Book media on students' initial reading ability. In addition, the t-test results show that the calculated t value = 8.095, while the t table = 1.860 with df = 22 at a significance level of 0.05%. Because the calculated t ≥ t table, the alternative hypothesis (Ha) is accepted, which means that the use of Big Book media has a significant positive impact on students' initial reading abilities in SDN 01 Rantau Selatan. Thus, it can be concluded that Big Book media can be used as an alternative effective learning medium to improve students' initial reading abilities at the elementary school level.

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

No datasets were generated or analyzed during the current study

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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