

# THE EFFECT OF BIG BOOK MEDIA USE ON THE BEGINNING READING ABILITY OF GRADE 1 STUDENTS SITIMULYO 01 PATI ELEMENTARY SCHOOL

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Received : 10 February 2026

Accepted : 12 March 2026

Revised : 20 February 2026

Published : 19 March 2026

## Abstract

Study This aim For know influence use of Big Book media for ability read beginning participant educate class I at SDN Sitimulyo 01 Pati. Study This use approach quantitative with pre- experimental design through a one group pretest–posttest model. Subject study is participant educate class I at SDN Sitimulyo 01 Pati. Data collection techniques were carried out through test ability read beginning before and after treatment . Data obtained analyzed use SPSS program assistance , including analysis statistics descriptive analysis , normality test , and paired sample t-test. The results of the study show that there is improvement ability read beginning participant educate after using Big Book media. The average value of students' initial reading ability increased from 51.92 in the pretest to 88.46 in the posttest. The results of the hypothesis test showed a significance value of 0.001 ( $p < 0.05$ ), so it can be concluded that there is a significant influence of the use of Big Book media on students' initial reading ability. Based on these research results, it can be concluded that Big Book media is effective for use as a learning medium to improve the initial reading ability of lower grade elementary school students.

**Keywords :** *Big Book media , reading beginning , school base*

## INTRODUCTION

Education is one of the element crucial in reach ideals nation Because functioning as a basis for develop source Power quality human beings . Based on Constitution Number 20 of 2003 concerning the National Education System, Education is conscious and systematic efforts For create environment Study and the learning process so that students in a way active grow potential in self they For own spiritual power in religion, control self , personality , intelligence , good morals , and required skills For self oneself , society , nation and state. National education aim For increase ability as well as repair quality life Indonesian society in frame reach target education national . Skills read beginning influential to skills read next . Skills read beginning need get teacher guidance since early , because If the foundation No strong so student will experience difficulty reading ( Kartinah , 2023). As educators , teachers are expected capable create various form teaching materials . Media use is an integral part of the learning process Because give support For activity designed learning in accordance with need curricular , characteristics facilities and needs For look for solution problem learning (Ervina, 2023).

In the middle rapid development of the digital era , the use of media in education become very crucial , especially in provide types of media that can help students who experience difficulty in reading at the stage beginning . The purpose of use of learning media is For make the learning process teach more efficient so that it can reach desired targets. (Nurdiana & Liansari , 2024). Teachers are also able to overcome problem This with utilize Big Book as one of from various learning media that can used For help student school the basis that faces challenge read . Big Book is types of learning media capable interesting attention students , because size Images The book is large and attractive . This media is specifically designed to support early reading learning for students. Furthermore, it can also provide support for students who have difficulty reading. The Big Book has a unique feature with a variety of attractive images and text displayed in large size, so the whole class can see it from a distance. Thus, students can describe the images contained in the Big Book, and this media is very suitable for early reading learning, as well as engaging students in the learning process through fun activities such as telling imaginary stories based on images.

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Big Book media comes in various sizes, ranging from A3, A4, and A5 (Nurhayati & Langlang Handayani, 2020). The paper size of Big Books is tailored to specific needs. This allows educators to engage students more intensively in the learning process, thereby increasing their engagement, particularly in the early stages of reading. In this context, teachers play a crucial role in ensuring efficient learning and assisting students in developing their reading skills. Observations of first-grade students at SDN Sitimulyo 01 revealed problems related to student learning outcomes in Indonesian language, which were still considered low. Students also appeared not enough interested and not own Spirit during the learning process . The lack of interest in lack of learning interesting for student be one of factor reason Why results Study they Not yet fulfil standard graduation . This is Possible due to the lack of use creative and innovative teaching methods and media , which results in involvement active student in the learning process become limited .

Result of interview with the class I teacher showing that only part students who can read with good at the level beginning . For finish problem this , it is necessary done changes to the methods applied in the learning process . One of the learning models and media that can be used assist teachers in face challenge This is use of big book media. This media designed For increase participation students and can help in repair results Study they , because own superiority like easy portable and easy read . Based on explanation about problems that have been mentioned , it appears There is difference between draft theoretical and existing conditions in the field . The author feel pushed For do something research at SDN Sitimulyo 01 in class I with title influence use of big book media ability read beginning participant educate class 1 at SDN Sitimulyo 01 Pati.

## LITERATURE REVIEW

Instructional Media is tools used For assist teachers in convey materials so that the learning process become more effective and interesting . Use of learning media can increase motivation Study participant educate as well as help they understand material with more easy (Wulandari, 2023). Therefore Therefore , choosing the right media is very important. in support success of the learning process at school base . One of ability the basics that must be owned participant educate class beginning school base is ability read beginning . Reading beginning is stage beginning in learning reading that emphasizes ability know letters , syllables , words and sentences simple . Indicator ability read beginning covering pronunciation letter or words, intonation , fluency reading , and clarity sound (Ali & Asrial , 2022; Saputra & Noviyanti , 2022). One of the media that can used in learning read beginning is a Big Book media. Big Book is book sized large equipped with interesting text and images so that can used in activity read together between teachers and participants educate . The use of Big Book can help participant educate recognize letters and words with more easy as well as increase interest Study they (Maharani, Ganing , & Kristiantari , 2023). A number of study show that use of Big Book media can increase ability read beginning participant educate . Like study Ritonga and Rambe (2022) show that the use of Big Book media provides influence positive to improvement ability read participant educate school basis . In addition , Mahsun and Koiriyah (2019) also stated that Big Book media is effective used in learning read beginning Because capable interesting attention participant educate and facilitate they understand reading .

## METHOD

This study uses a quantitative approach with a quasi-experimental design of one group pretest-posttest type. The research subjects were all first-grade students of SDN Sitimulyo 01 Pati, totaling one class (13) and determined by saturated sampling technique. The data collection instrument was in the form of an initial reading ability test given before (pretest) and after (posttest) the application of Big Book media, as well as an observation sheet to support the learning process data. Before being given to students, the research instrument was tested for validity and reliability to determine whether the instrument was suitable for use. Data analysis techniques were carried out through descriptive statistical tests, including normality tests, t-tests and One Sample T-tests to determine differences in initial reading ability before and after treatment. With this design, the study aims to determine the effect of using Big Book media on the initial reading ability of first-grade students of SDN Sitimulyo 01 Pati empirically and measurably.

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**RESULTS AND DISCUSSION**

1. Distribution Frequency Characteristics sample Based on Age Type  
(N=13)

Group	N	Mean	Median	Elementary School	Min	Max
Intervention	13	7.15	7.00	.376	7	8

Source : Data Primer (2025)

Based on table 1, it can be seen that the total number of respondents was 13 people. with average age respondents on group intervention is 7.15 year, Where age most young is 7 year And most old 8 years.

2. Distribution Frequency Characteristics sample Based on Gender

(N=13)

Intervention group	
	F %
Type Sex	
Man	5 38.5
Woman	8 61.5
Total	13 100

Source : Data Primer (2025)

Based on table 2, it can be seen that in the intervention group there were 8 females and 8 males with a total of 8 females (61.5%) and 8 males (61.5%). total (38.5%) respondents.

3. Frequency Distribution of Sample Characteristics Based on Type  
(N=13)

Intervention group	
	F %
Education Class	
Class 1	13 100
Class 2	0 0
Total	13 100

Source : Data Primer (2025)

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Based on table 3, it can be seen that in the intervention group as a whole, grade 1 of elementary school had a total of 13 (100%) respondents.

4. Frequency Distribution of Reading Ability Before and After Using Big Book Media (N=13)

Intervention Group for Use of Big Book Media					
	Mean	Median	Elementary School	Min	Max
before	51.92	50.00	10,516	35	70
after	88.46	90.00	9,439	65	100
Mean Difference	60,667				

Source: Primary Data (2025)

Based on table 4. shows that in the intervention group before the intervention was given the average reading ability was 51.92 then after the intervention was given the reading ability became 88.46. The minimum and maximum values of reading ability also increased with the minimum value before the intervention being 35 and after the intervention being 65. then the maximum value of reading ability also increased with the maximum value before the intervention being 70 and after the intervention being 100.

5. Results of the Data Normality Test for the Intervention Group  
Normality Test of Treatment Group Data (N = 13)

*Test of Normality (Shapiro–Wilk)*

Group	Stage	p-value	Results
Intervention	Pre-Test	0.545	Normally distributed
Intervention	Post-Test	0.106	Normally distributed

Source : Primary Data (2025)

Based on table 5. the results of the normality test using Shapiro Wilk (n<50) obtained the p-value of the pre-test intervention group of 0.545 (P>0.05) indicating that the data was normally distributed and the post-test 0.105 (p>0.05) indicating that the data was normally distributed.

6. Results of the Difference Test before and after the use of big book media (N = 13)

Reading ability using big books	
Before	51.92 ± 10.516
After	88.46 ± 9.439
One sample T - test	0.000

Source : Primary Data (2025)

Based on table 6. above, the results of the difference test using one sample t-test in the intervention group with a p value of 0.000 (p<0.05) which shows that there is a difference before and after treatment is given.

### **Discussion**

This study aims to determine the effect of using Big Book media on the beginning reading skills of first-grade students at SDN Sitimulyo 01 Pati. The study was conducted by providing treatment in the form of reading learning using Big Book media to students. To determine the effect of the treatment, measurements of beginning reading skills were conducted before treatment (pretest) and after treatment (posttest). The beginning reading skills measured in this study included aspects of reading fluency, pronunciation accuracy, intonation, and voice clarity. The data obtained were then analyzed using the SPSS program through descriptive and inferential statistical analysis. Based on the results of descriptive statistical analysis, the initial reading ability of students before using Big Book media showed results that were still classified as low to moderate. The average pretest score was 51.92, with a minimum score of 35, a maximum score of 70, and a standard deviation of 10.516. These results indicate that students' initial reading ability has not developed optimally. The low initial reading ability can be caused by several factors, including the limitations of the learning media used, the lack of attractive reading materials, and the minimal active involvement of students in reading activities. Grade I students generally still need attractive and concrete visual media to help them recognize letters, syllables, and words gradually. After being given treatment in the form of learning using Big Book media, students' initial reading ability experienced a very significant increase. The average posttest score increased to 88.46, with a minimum score of 65, a maximum score of 100, and a standard deviation of 9.439. This increase in the average score indicates that most students have been able to read more fluently, accurately, and confidently. The decrease in standard deviation values on the posttest also indicates that students' reading abilities became more evenly distributed after using the Big Book media. This indicates that the Big Book media not only improves the learning outcomes of certain students but also helps students who previously had low reading abilities.

Before hypothesis testing, the pretest and posttest data were tested for normality using the Shapiro-Wilk test. The test results showed that the significance value of the pretest data was 0.545 and the posttest data was 0.106, both of which were greater than the 0.05 significance level. These results indicate that the data on students' initial reading ability before and after using the Big Book media were normally distributed. Thus, the research data met the requirements for parametric statistical testing, namely the Paired Sample t-Test. Hypothesis testing in this study was conducted using a Paired Sample t-Test to determine the difference in students' initial reading ability before and after the use of Big Book media. The results of the analysis showed a significance value of 0.000, which is smaller than the significance level of 0.05. Based on these results, it can be concluded that there is a significant difference between students' initial reading ability before and after the use of Big Book media. Thus, the hypothesis stating that Big Book media has an effect on the initial reading ability of first-grade students at SDN Sitimulyo 01 Pati is accepted. The results of this hypothesis test strengthen the findings in the descriptive analysis which showed an increase in the average value of initial reading ability after the use of Big Book media. This increase indicates that Big Book media is an effective learning medium in improving the initial reading ability of early grade students.

The improvement of students' initial reading skills after using Big Book media is inseparable from the characteristics of the media. Big Book media presents large, attractively colored text and images, and is arranged with a simple storyline and is appropriate to the developmental level of first grade students. The large font size and images make it easier for students to recognize letters and words, thus helping them in the initial reading process. In addition, the use of attractive illustrations can increase students' attention and interest in learning, so that they are more focused and active in participating in reading lessons. Big Book media also encourages interaction between teachers and students through shared reading activities. This activity helps students imitate the correct way of reading, both in terms of pronunciation, intonation, and reading fluency. Thus, students not only learn to read individually, but also learn through examples given by the teacher. The results of this study are in line with the opinion of Mahsun and Koiriyah (2019) who stated that Big Book media is effective for improving the beginning reading skills of lower grade students because it is able to attract attention and make it easier for students to understand the reading. In addition, the results of this study also strengthen the findings of Trisani et al. (2023) who stated that the use of Big Book media has a positive influence on the beginning reading skills of elementary school students. The similarity of the results of these studies shows that Big Book media consistently has a positive impact on improving beginning reading skills. Thus, the results of this study not only support the existing theory but also provide empirical evidence that the use of Big Book media is an effective alternative learning media for improving the beginning reading skills of early grade students.

## CONCLUSION

Based on the results of research that has been carried out in class 1, namely the use of Big Book media on the initial reading skills of class I students at SDN Sitimulyo 01 Pati, the following conclusions can be drawn:

1. There is a significant influence of the use of Big Book media on the beginning reading ability of first grade students of SDN Sitimulyo 01 Pati. This is evidenced by an increase in the average value of students' beginning reading ability from the pretest results of 51.92 to 88.46 in the posttest results. In addition, the results of the *Paired Sample t-Test* showed a significance value of 0.000 ( $p < 0.05$ ), so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.
2. The implementation of Big Book media in early reading learning in grade I of SDN Sitimulyo 01 Pati was carried out through systematic learning stages, starting from book cover introduction, picture and text discussion, group reading activities, to question and answer sessions. The use of Big Book media was able to increase active student involvement, foster interest in learning, and help students recognize letters, syllables, words, and simple sentences more easily and enjoyably.

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