

## **Analysis Of Beginning Reading Skills Using *Big Book* Media For Students Of Grade III Of Sanolo Elementary School**

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### **Abstract**

*Early reading is a fundamental skill crucial for student success in elementary school. However, preliminary observations indicate that students' reading ability remains low due to ineffective and uninteresting learning methods. This study aims to analyze early reading skills using Big Book media for third-grade students at Sanolo Elementary School. The research method used qualitative research through a descriptive approach. The subjects in this study were 28 students. Data collection techniques included tests, observation, documentation, and interviews. Data validation techniques used triangulation of sources and methods, while data processing techniques used the four stages of Miles and Huberman: data collection, data reduction, data presentation, and conclusion drawing. The results showed that the average pretest score for students was 76.50, while the posttest score was 82.00, indicating an increase in students' early reading ability after using Big Book media. Furthermore, the use of Big Book media increased students' enthusiasm, attention, and comprehension of the reading material. In conclusion, the use of Big Book learning media is effective in improving students' reading ability and can be used as an alternative learning strategy in lower grades.*

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## **1. INTRODUCTION**

Early reading is a crucial basic skill for elementary school students. At this stage, students learn to recognize letters, syllables, words, and even simple sentences as the foundation of literacy. If early reading skills are not mastered properly, students will have difficulty understanding learning materials at the next level (Sari & Widodo, 2021). Furthermore, early reading skills also play a crucial role in developing language skills, critical thinking, and the ability to comprehend information independently. Considering the causes of reading difficulties, several factors that can influence students' reading skills include intelligence, environment, frequency of reading practice, and so on. This is relevant to Asmarani's (2021) explanation of factors influencing reading skills, including intelligence, physical factors, environmental factors, and mental factors.

The results of initial observations in grade III of SDN Sanolo showed that most students had difficulty reading aloud with correct intonation, correct pronunciation, and understanding the content of the reading. Of the 25 students, 15 students (60%) had not reached the minimum completion standard with an average score of 55 out of the KKM of 65. This condition emphasizes the need for innovative learning strategies to improve reading skills. The use of Big Book media as an innovative learning strategy, it can help overcome students' reading difficulties, increase their motivation and enthusiasm for learning, and prepare them for the next stage of their education.

Several studies emphasize the importance of visual-based learning media in improving reading skills. Potabunga (2021) proves that Big Book can improve elementary school students' early reading skills. Artini, Magta, & Ujianti (2021) showed that Big Books are effective because

they align with the developmental characteristics of elementary school-aged children, while Sari & Widodo (2021) emphasized that visual-based media can motivate students more optimally. Furthermore, Rahmawati & Prasetyo (2022) showed that the use of interactive pictorial media improves reading comprehension in lower-grade students. Wulandari, Hidayat, & Setiawan (2023) added that Big Book media not only improve technical reading skills, but also fosters students' self-confidence. The process of using Big Book media is carried out in stages, starting with simple letter and word recognition, reading short sentences with teacher guidance, and moving on to reading longer texts independently. This progression allows teachers to continuously monitor students' reading progress and provide guidance tailored to each individual's needs. The similarity between previous research and this research lies in its focus, which is both researching the use of big book media to improve early reading skills in elementary school students. All studies emphasize that visual and interactive media are very effective for elementary school children who are still in the concrete thinking stage, but this research has differences and updates (novelty) compared to previous research, the research was conducted on grade III students of SDN Sanolo, while previous research mostly focused on grade I or II students, in addition, this research not only assesses the improvement of reading skills in terms of reading techniques (pronunciation, intonation, fluency, and clarity of voice), but also highlights changes in students' attitudes and enthusiasm during the learning process using big book media, thus, this research provides a new contribution in the form of a comprehensive analysis of the affectivity of big book media.

The urgency of this research lies in the urgent need to improve elementary school students' basic literacy skills, particularly their early reading skills. This situation indicates the need for appropriate learning strategies and media to maximize students' strengths and minimize their weaknesses. Based on this description, this study focused on analyzing the early reading performance of third-grade students at SDN Sanolo through the application of Big Book media. This research is expected to provide a real contribution in improving the quality of reading learning in elementary schools and become a reference for teachers in designing effective and enjoyable reading learning.

## 2. RESEARCH METHOD

This study employed a qualitative research type with a descriptive approach. The subjects of this study were 28 third-grade students of SDN Sanolo, Bolo District, Bima Regency, during the odd semester of the 2025/2026 academic year. Data collection techniques in the study used tests, observation, documentation, and interviews. The data processing technique used an interactive model proposed by Miles & Huberman consisting of four stages: data collection, data reduction, data presentation, and data extraction.

### 1. Data Collection Techniques

- a) Reading skills test — to measure students' initial reading abilities before and after using *Big Book* media. The aspects assessed include pronunciation, intonation, fluency, and clarity of voice.
- b) Observation — carried out during the learning process to find out the activities of teachers and students in implementing *Big Book* media and student responses to reading learning.
- c) Interviews — conducted with grade III teachers and several students to find out the obstacles and responses to the use of *Big Book* media
- d) Documentation — used to collect secondary data such as photos of activities, learning outcomes, and teacher notes during the research.

### 2. Data Analysis Techniques

Data analysis was carried out interactively referring to the Miles and Huberman (2021) model which consists of three main stages:

- a) Data Reduction

At this stage, researchers select, focus, simplify, and transform the raw data obtained from observations, interviews, tests, and documentation. Data irrelevant to the research focus is discarded, while important data related to improving reading skills through media is retained *Big Book* recorded and classified according to theme.

b) Data Presentation (Data Display)

The reduced data was then presented in narrative form, tables, and diagrams to make it easier for researchers to see patterns of relationships between the data. This data presentation helped researchers understand the extent to which reading skill improvement occurred at each stage of learning.

c) Verification and Conclusion Drawing (Conclusion Drawing/Verification)

At this stage, researchers interpret the presented data to draw valid conclusions. They compare data across sources and across data collection times to ensure that the research results accurately reflect the actual conditions on the ground.

### 3. Data Triangulation

To ensure the validity of the data, this study employed triangulation techniques, which involve examining data from various sources and methods to ensure more reliable results. The types of triangulations used include:

a) Source Triangulation

Data was obtained from various sources, such as classroom teachers, students, and learning outcome documents. Comparisons between sources were conducted to determine the consistency of the information.

b) Engineering Triangulation

The same data is tested using different techniques — for example, observation results are compared with interview results and reading skills tests to ensure the accuracy of the findings.

c) Time Triangulation

Data collection was carried out at different times (pre-action, meeting I, and meeting II) to see the consistency of results and development of student abilities.

By using these three forms of triangulation, researchers can ensure that the data obtained is valid, reliable, and reflects actual conditions in the field.

d) Research Procedures

The research procedure is carried out through three main stages:

a. Preparation Stage (Descriptive/Orientation)

Includes initial observation activities, problem identification, and preparation of learning tools using *Big Book* media

b. Implementation Stage (Reduction and Implementation)

Covers the implementation of early reading learning with *Big Book* media and data collection through observation, tests, and interviews.

d. Analysis and Evaluation Stage (Selection/Verification)

Researchers analyzed student learning outcomes, compared scores between cycles, and drew conclusions regarding the effectiveness of the *Big Book* media towards beginning reading skills.

### 3. RESULTS AND DISCUSSION

The results of the recapitulation of pretest and posttest scores for initial reading skills can be seen in the following table:

**Table 1.** Students' Initial Reading Skills Score

No	Number	Mark			Improv ement	Completeness		
		Pre- activity	Pretest	Positio ns		Pre- activity	Pretest	Position s
1	Akifa	57	70	82	12			√

2	Alfatun	56	70	82	12			√
3	Aldian	61	73	85	12			√
4	Alex	76	80	91	11	√	√	√
5	Amanda	73	76	82	6	√	√	√
6	Andra	78	80	80	-	√	√	√
7	Andri	68	70	82	8			√
8	Asyifah	65	65	78	13			√
9	Azhar	66	70	85	5			√
10	Fitratul	67	77	86	9		√	√
11	Halif	73	80	87	7		√	√
12	Hanif al	59	71	74	3			
13	Itan	65	76	88	12		√	√
14	Ma'atun	81	83	92	9	√	√	√
15	Mikhayla	50	61	67	6			
16	Muhama	55	65	74	9			
17	Nita	76	78	85	7	√	√	√
18	Nuraqila	80	78	85	7	√	√	√
19	Quratul	68	76	84	8		√	√
20	Umayya	78	80	86	6	√	√	√
21	Afi	60	76	83	7		√	√
22	Fitri	57	70	82	12			√
23	Putri	64	74	81	7			√
24	Rikri	54	67	74	7			
25	Dea	75	75	81	6	√	√	√
26	Fitra	72	73	86	13			√
27	Pian	79	77	82	5	√	√	√
28	Kiki	79	75	82	7	√	√	√
<b>Amount</b>		1892	2044	2306				
<b>Average</b>		67,57	73	82,35				
<b>Completed</b>						<b>10</b>	<b>15</b>	<b>24</b>
<b>Percentage (%)</b>						<b>36%</b>	<b>54%</b>	<b>87%</b>
<b>Not Completed</b>						<b>18</b>	<b>13</b>	<b>4</b>
<b>Percentage (%)</b>						<b>54%</b>	<b>36%</b>	<b>13%</b>

Based on the research results described above, the reading skills of third-grade students at SDN Sanolo have improved. Students' reading skills can improve because they are influenced by several factors, as stated by Sabarti Akhadiyah (2023) regarding factors that influence reading, including 1) motivation, 2) family environment, 3) reading materials. Students' motivation to read has a big influence on students' reading skills. Students who have the drive to read have good reading skills. This can be seen from students' attention during initial reading lessons, students who have high motivation to read will pay attention to the teacher when giving examples of correct reading so that students will be able to have good reading skills.

Another factor that influences students' reading skills is the reading material. The reading material used in teaching reading also significantly influences reading skills. Reading material influences the reader's interest in reading and ability to comprehend the content.

Reading material that is difficult to understand can result in students being reluctant to read it. Conversely, reading material that contains simple and easy-to-understand stories will attract interest. In accordance with this, the stories contained in the text are more likely to be interesting *Big Book* is a short and simple story that is easy to understand for early grade students who are still in the initial reading stage. Students at this stage of language development as stated by Darmiyati Zuchdi and Budiasih (Joko, 2023) who describe the language development phase of children aged 2-7 years that children are in the semantic phase, where children can distinguish words as symbols and concepts contained in words. Students at this stage are children in the play stage, because first grade students are in the transition period from kindergarten to elementary school, so children are still in the process of adjusting. At this play stage, students' concentration is low. Students are in the concrete pre-operational stage, namely students need intermediaries to understand the material being taught.

Table 2. Results of the initial reading skills test

No	Number	Rated aspect				
		Pronunciati on	Intonation	Smoothness	Clarity	Shoes
1	Akifa	21	20	21	20	82
2	Alfatun	20	20	21	21	82
3	Aldian	20	20	22	23	85
4	Alex	22	22	25	22	91
5	Alfa	20	20	22	20	82

*Big book* Media is an intermediary for conveying material to students so that students are able to understand the material conveyed *Big Book* presents colorful pictures and contains simple stories that are easy for students to understand. The colorful pictures attract students' attention to reading. Simple stories in *Big Book* also makes it easy for students to understand the contents of the story in *Big Book*. 1st grade elementary school students in language development as stated by Syamsu Yusuf (2024) that elementary school students are in a period of rapid development of the ability to recognize and master vocabulary. Students master reading skills and communicate with others, children already enjoy reading or listening to critical stories. Learning to read with *Big Book* media can attract students to read and develop their reading skills. The implementation of reading learning using *Big Book* media. In this case, the teacher not only reads the story but also provides examples of how to read well, encouraging students to imitate and practice continuously. Students can read fluently and understand the material presented by the teacher.

Based on the implementation process of meetings I and II that have been carried out, in the implementation of early reading learning using *Big Book* media provides quite good improvement to students in terms of initial reading skills. This proves the achievement of the initial reading learning objectives put forward by Herusantosa (Saleh Abbas (2022), namely being able to pronounce and understand simple sentences written with natural intonation, and children can read and write simple words and sentences fluently and accurately in a relatively short time. The achievement of these initial reading objectives is also supported by the achievement of the objectives of the *Big Book* media (USAID, 2024) is 1) *Big Book* provides reading experiences, so that students have reading experiences that make them more skilled at reading. 2) *Big Book* can also involve students actively in learning, in research that has been carried out after the use of *Big Book* media. In implementing this reading lesson, students became more active in participating in the learning process. It was explained that there was an improvement in the learning process. Students were now more willing to ask questions about things they didn't understand and were also beginning to express their opinions about what they knew. Furthermore, students were no longer shy when asked to come forward to

read.) *Big Book* aims to gather information from students. Implementation of initial reading learning using *Big Book* media provides an opportunity to explore the information/knowledge that students have; besides that, this *Big Book* media also makes students more imaginative according to the experiences that students have.

Learning to read using *Big Book* media influences student activity and reading skills. Students become more fluent in reading and improve further in several aspects of initial reading skills using *Big Book* media proves the opinion of Lynch (2022) “*Big Books* enrich oral language development through your modelled reading, through risk-free participation by the children in subsequent readings and discussions, and through the meaningful teaching of skills within context”. That statement explained that *Big Book* can enrich children's oral language development using the reading model, with risk-free participation in involving students to read and discuss and create meaningful learning according to the context. Using *Big Book* media encourage students to participate in learning, enrich spoken language, and develop all aspects of language. Teachers act as reading models by explaining how to read well and correctly, paying attention to pronunciation and correct intonation of *Big Book* also involves students in reading and discussing with other students without causing any harmful risks. Using *Big Book* can also add to students' experience through the reading contained in *Big Book*. *Big Book* also makes students rich in information because teachers explore information that students have according to their experience and imagination.

#### 4. CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that the *Big Book* media can improve the initial reading skills of third grade students at SDN Sanolo. This is evidenced by the increase in students' initial reading skills which can be seen based on the data analysis of the increase in students' initial reading skill scores. The results of the pre-action students' initial reading skill test are 10 students achieved an average score of 75 and 18 students have not achieved the average score. The class average score is 67.57 and the percentage of completion is 36%. At the first meeting, 15 students achieved the average score and 13 students have not achieved the average score. The class average score is 73 and the percentage of completion is 54%. At the second meeting, there was a fairly good increase, namely 24 students achieved the average score and 4 students have not achieved the average score. The class average score is 82.35 and the percentage of completion is 87%.

Improvement is based on the process of early reading skills that are in accordance with the steps of early reading learning using *Big Book* media namely 1) students observe the *Big Book* media prepared by the teacher, 2) students predict the content of the story in *Big Book*, 3) students are given reading examples of *Big Book* with clear pronunciation and intonation, 4) matching students' predictions with the story that has been read, 5) students pay attention to the teacher's reading modeling, 6) students comment and ask questions related to the story in *Big Book*, 7) students imitate the words read by the teacher, and 8) students read the story in groups of *Big Book*, and 9) students read one

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