

The Effect Of Big Book Learning Media On Reading Literacy Abilities Of Grade IV Students At Rade Elementary School

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Abstract

This study aims to determine the effect of using Big Book media on the reading literacy skills of fourth-grade students at Rade Elementary School. Observations show that most students still read haltingly, less fluently, and get bored quickly during reading lessons. Observations in fourth-grade students at Rade Elementary School indicate that some students still face reading difficulties. Some students read haltingly, skip words, use incorrect intonation, and even do not understand the content of the reading after finishing reading. Differences in ability are also quite striking: some students are already fluent, but many are still in the low category. Low reading motivation is further exacerbated by minimal parental support and a lack of interesting reading materials at home. This condition causes some students to get bored quickly when reading lessons are conducted using conventional methods. This study used a quasi-experimental design with a pretest-posttest control group model, involving 40 students divided into an experimental group and a control group. The research instrument was a reading literacy test that covered aspects of reading comprehension, fluency, and reading accuracy. The results showed a significant increase in reading literacy skills in the experimental group. The average pretest score of 76.50 increased to 82.00 in the posttest. Based on the Wilcoxon test results, the use of Big Book media has proven effective in improving students' reading literacy skills. Therefore, Big Book can be used as an innovative and effective alternative learning medium for implementation in elementary schools.

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1. INTRODUCTION

Reading literacy is a fundamental skill that is crucial and must be mastered by elementary school students. This skill extends beyond pronunciation, encompassing comprehension, intonation, fluency, and reading speed (Kanık & Bilge, 2018). Reading literacy is the primary foundation for students to master various subjects, as almost the entire teaching and learning process involves written text. Students with strong reading literacy skills are more likely to understand subject matter, think critically, and actively participate in the learning process (Jasmine et al., 2024). However, the reading literacy of Indonesian students still faces significant challenges. Based on the results of the Programme for International Student Assessment (PISA), Indonesia ranks 74th out of 79 countries in reading (Programme et al., 2018). This data indicates that Indonesian students' reading literacy skills still fall short of international standards and require serious attention. The Ministry of Education and Culture (2019), through the National Literacy Movement, also emphasized the importance of strengthening a culture of literacy in elementary education units to improve reading and critical thinking skills.

A similar situation was observed at Rade Elementary School. Observations in fourth grade showed that most students still experienced reading difficulties. Some students stuttered, skipped words, mispronounced, and even failed to comprehend the text after completion. The difference in reading ability across classes was quite striking, with only a small percentage of students achieving fluency, while the majority remained in the lower category. Low reading motivation was exacerbated by minimal parental support at home, limited access to engaging reading materials, and the use of conventional learning methods that tended to be monotonous and non-contextual (Sabila et al., 2023). This resulted in a lack of student interest in reading, resulting in suboptimal literacy learning (Noveliana & Ghani, 2022).

One of the main causes of low reading literacy in elementary school students is the lack of innovation in the use of learning media (Veronica, 2025). The media used are often one-way and uninteresting, thus not in line with the developmental characteristics of elementary school-aged children who require visual, contextual, and interactive learning. (Adriana & Nursyamsi, 2024; Dewi, 2025) emphasized that shared reading strategies and multimodal approaches can significantly improve reading comprehension if supported by appropriate media. One learning medium that meets these needs is the Big Book. A Big Book is a large book with clear text and attractive illustrations, designed for use in interactive shared reading lessons (Putu et al., 2023). This medium allows teachers to model good reading habits, while students can follow along and actively participate. Previous research has demonstrated the effectiveness of Big Books in improving reading literacy. (Wandira et al., 2023) stated that Big Books can create a pleasant learning atmosphere, foster reading interest, and facilitate student comprehension. (Putu et al., 2023) also confirmed that the use of Big Books has a positive effect on early reading skills in lower-grade students. Meanwhile, (Utami & Sriyanto, n.d.) found that Big Books are effective in improving elementary school students' reading skills across the board.

The advantage of the Big Book lies in its ability to combine clear visual text, engaging illustrations, and social interaction in the reading process. This aligns with the multimodal literacy approach, which emphasizes that reading comprehension can be strengthened through a combination of various forms of representation (Wahyunegsih et al., 2009). Thus, the Big Book is not only a visual aid but also a learning strategy that supports improving reading comprehension, accuracy, fluency, and student motivation. Based on this, the use of the Big Book is believed to be a concrete and innovative solution for improving the reading literacy skills of fourth grade students at Rade Elementary School. This research is important because it addresses real-life classroom problems, presents relevant and engaging learning media, and strengthens the findings of previous research through a structured quasi experimental approach. Based on this background, the use of the Big Book is believed to be a concrete and innovative solution for improving the reading literacy skills of fourth-grade students at Rade Elementary School. This research is important because it provides a practical contribution to elementary school teachers in developing more creative and enjoyable literacy learning strategies. Thus, this study aims to analyze the influence of Big Book learning media on the reading literacy skills of fourth-grade students at SDN Rade, and to emphasize that Big Book is not just a visual aid, but a learning strategy that can significantly and sustainably improve the quality of reading literacy.

2. RESEARCH METHODS

This study used a quantitative approach with a quasi-experimental method and a pretest-posttest control group design. The subjects were all 40 fourth-grade students of SDN Rade in the 2024/2025 academic year, divided into an experimental class (20 students) using Big Book media and a control class (20 students) using conventional methods. Selection was carried out using a purposive sampling technique based on the equality of students' initial abilities. The reading literacy test covered three aspects: reading comprehension, reading fluency, and reading accuracy. An observation sheet was

used to record student participation, motivation, and activeness. The instrument was validated through content validity by experts, and reliability was tested using Cronbach's Alpha. Preparation: developing a Big Book lesson plan, validating the instrument. Implementation: pretest → learning (Big Book for the experiment, conventional for the control) → posttest. Ending: data analysis and drawing conclusions. Descriptive analysis: calculating the average value, score increase, and percentage increase. Inferential analysis: Wilcoxon test with SPSS 25.0.

The data were analyzed using two types of analysis, namely descriptive analysis to calculate the average value, score increase, and percentage increase in learning outcomes, and inferential analysis using the Wilcoxon test with the help of the SPSS program version 25.0 to determine the differences in learning outcomes between the experimental class and the control class. This study uses a quantitative approach with a quasi-experimental method. The research design used is a pretest-posttest control group design, which aims to determine the effect of using Big Book media on students' reading literacy skills. The research design can be described as follows:

Table 1. Pretest-Posttest Research Design

Group	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂
Control	O ₃	—	O ₄

Note:

X = Treatment using Big Book media

— = Conventional learning

O₁, O₃ = Pretest before treatment

O₂, O₄ = Posttest after treatment

1. Population and Sample

The population in this study was all fourth-grade students at Rade Elementary School in the 2024/2025 academic year, totaling 40 students. The sample selection was conducted using a purposive sampling technique based on the equality of students' initial abilities. The research sample consisted of an experimental class of 20 students who participated in learning using Big Book media and a control class of 20 students who participated in learning using conventional methods.

2. Research Variables

The independent variable in this study is the Big Book learning media, while the dependent variable is students' reading literacy skills. Therefore, this study focuses on the effect of using Big Book media on improving elementary school students' reading literacy skills.

3. Research Instruments

The instruments used in this study consisted of two types: a reading literacy test and an observation sheet. The reading literacy test covered three main aspects: reading comprehension, reading fluency, and reading accuracy. Meanwhile, the observation sheet was used to record students' levels of participation, motivation, and activeness during the learning process.

4. Instrument Validity and Reliability Testing

The research instrument was validated through content validity, assessed by expert judgment. Reliability testing was conducted using the Cronbach's Alpha coefficient to determine the instrument's level of internal consistency.

5. Research Procedure

This research procedure consisted of three stages. In the implementation stage, the researcher administered a pretest to the experimental and control classes to measure students' initial abilities. Afterward, learning was carried out using two different treatments: the experimental class used

Big Book media, while the control class used conventional methods. After the learning was completed, the researcher administered a posttest to determine the improvement in students' reading literacy skills after the treatment. In the final stage, the researcher processed and analyzed the research data, then drew conclusions based on the analysis.

6. Data Analysis Techniques

Data analysis in this study was conducted in two stages: descriptive analysis and inferential analysis. Descriptive analysis was used to calculate the average grade, score increase, and percentage increase in students' reading literacy skills. Furthermore, inferential analysis was conducted using the Wilcoxon test using SPSS version 25.0 to determine significant differences in learning outcomes between the experimental and control classes.

3. RESULTS AND DISCUSSION

Based on the analysis, the average pretest score of 76.50 increased to 82.00 on the posttest after using the Big Book. The following table compares the pretest and posttest scores of students in the experimental class:

Table 2. Pretest and Posttest Scores of Experimental Class Student

Student	Pretest Score	Posttest Score	Difference
1	76	82	6
2	78	83	5
3	75	81	6
4	80	85	5
5	74	80	6
6	77	83	6
7	76	81	5
8	78	84	6
9	75	80	5
10	77	83	6
11	76	82	6
12	79	85	6
13	74	79	5
14	78	84	6
15	75	81	6
16	77	82	5
17	76	81	5
18	79	85	6
19	75	81	6
20	77	82	5
Average	76,50	82,00	5,50

For the control class, the average pretest score of 75.80 increased to 77.20 on the posttest, a difference of only 1.40 points. The table below shows:

Table 3. Pretest and Posttest Scores of Control Class Students

Student	Pretest Score	Posttest Score	Difference
1	75	76	1
2	76	77	1
3	74	75	1

4	77	78	1
5	75	76	1
6	76	77	1
7	74	75	1
8	77	78	1
9	76	77	1
10	75	76	1
11	76	77	1
12	77	78	1
13	74	75	1
14	76	77	1
15	75	76	1
16	77	78	1
17	75	76	1
18	76	77	1
19	74	75	1
20	77	78	1
Average	75,80	77,20	1,40

The results showed a significant improvement in the reading literacy skills of fourth-grade students at Rade Elementary School after using Big Book media. The average pretest score of 76.50 increased to 82.00 on the posttest, a 5.50-point increase. In contrast, the control class using conventional methods only experienced a small increase of 1.40 points. This confirms that using Big Book is more effective than traditional learning methods.

1. Reading Comprehension

One aspect of reading literacy that improves is reading comprehension. Using Big Books helps students grasp the gist of the story, answer questions based on the text, and connect the reading to everyday experiences. Large text and engaging illustrations make it easier for students to visualize the story, making the concepts or information contained in the reading easier to grasp. These results align with research by (Claudia, 2021), which states that visual media can improve students' ability to comprehend reading content because they can see the relationship between the text and illustrations.

2. Reading Accuracy

Reading accuracy also improved significantly in students in the experimental class. Many students who previously frequently mispronounced or skipped words became more thorough and confident when reading. Big Books, with their large font size and clear spacing between words, minimized pronunciation errors. Furthermore, students became more confident reading in front of their peers because this medium provided engaging visual stimulation, reducing embarrassment or fear of making mistakes. These findings support (Rahmah & Amaliya, 2022) research, which showed that Big Books effectively improve early reading skills in lower grade students.

3. Reading Fluency

Reading fluency has improved, indicated by a more stable reading tempo, appropriate intonation, and fewer pauses due to confusion when reading difficult words. Big Books allow teachers to take turns reading with students or model reading, allowing students to imitate the correct rhythm and intonation. This increase in fluency not only improves technical reading skills but also helps students comprehend the content more effectively because they can read fluently without interruption.

4. Student Motivation and Attitudes

In addition to improving the technical aspects of reading literacy, this study found significant changes in student motivation and attitudes. Students in the experimental class appeared more enthusiastic, actively asked questions, and participated in group reading activities. The Big Book, with its engaging illustrations and simple storyline, created a fun, collaborative, and interactive learning environment. Students also demonstrated greater confidence when reading in front of the class, an important indicator of reading literacy. This aligns with the findings of (Supriyono, 2018), who emphasized that engaging learning media can increase students' reading interest and motivation.

5. Relevance to Previous Research

The results of this study reinforce previous findings that the use of visual media, such as Big Books, can improve reading literacy in elementary school students. Previous research tended to focus on lower grades (grades 1–3), while this study emphasizes the effectiveness of Big Books in fourth grade, suggesting that this medium is also relevant for students who already have a basic reading foundation but still need visual stimulation and interactive methods to improve literacy.

6. Educational Implications

Theoretically, this research supports the concept of reading literacy, which incorporates a multimodal approach, combining text, visuals, and social interaction in learning. Practically, Big Books can be an alternative learning medium that is inexpensive, easy to create, and suited to the characteristics of elementary school students. Teachers can develop Big Books with themes close to students' daily experiences, so that reading literacy becomes not only an academic activity but also a fun experience that enriches children's knowledge and imagination.

The significant improvement in students' reading literacy skills demonstrates that Big Books are not merely a teaching aid, but an effective, innovative, and enjoyable learning strategy. They improve reading comprehension, accuracy, fluency, and motivation and attitudes, making them a leading medium in elementary school literacy programs.

4. CONCLUSIONS

This study concludes that the use of Big Book media has a positive and significant impact on improving the reading literacy skills of fourth-grade students at Rade Elementary School. Quantitative data shows a significant improvement in the experimental class, where the average pretest score of 76.50 increased to 82.00 on the posttest, a 5.50-point increase. In contrast, the control class only experienced a small increase, from 75.80 to 77.20, a 1.40-point increase. These results confirm that Big Book is more effective than the conventional methods currently used by teachers. Specifically, improvements occurred in three important aspects of reading literacy: Reading comprehension – students found it easier to grasp the gist of the story, answer questions based on the text, and connect the reading content to everyday experiences. Reading accuracy – students were able to pronounce words more clearly, reduce pronunciation errors, and were more confident when reading in front of the class. Reading fluency – students were able to read with better intonation, appropriate tempo, and stopped less often due to confusion when reading difficult words.

Observations also showed changes in student attitudes. Students in the experimental class appeared more enthusiastic, motivated, and active in participating in reading lessons. The Big Book medium, with its large text, engaging illustrations, and simple storyline, was proven to create a more enjoyable, collaborative, and interactive learning environment. Theoretically, this research strengthens the theory that reading literacy in elementary school-aged children can be improved through a multimodal approach that combines visual aspects, text, and social activities (shared

reading). Thus, Big Books are not just a supporting medium, but a learning strategy that can enrich children's literacy experiences. Practically, this research provides a tangible contribution to elementary school teachers' use of Big Books as an alternative learning medium that's easy to create, affordable, and tailored to children's characteristics. Teachers no longer need to rely solely on rigid textbooks but can develop Big Books with themes relevant to students' lives. From a policy perspective, the results of this study can be used as a consideration by schools and education departments when developing literacy improvement programs. Big Books can be considered as a flagship school literacy program, proven effective, enjoyable, and relevant to students' needs.

Thus, it can be affirmed that Big Books are an innovative medium worthy of continued integration into reading instruction in elementary schools. This research also opens up opportunities for further studies with larger sample sizes, different grade levels, and the development of digital Big Books to adapt to developments in educational technology.

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