

Research Article

Application of BigBook Media to Improve Reading Literacy of Grade II Students at SDK Gero

Hendriana Audogsia Mawa, Yohanes Vianey Sayangan*, Ermelinda Yosefa Awe, Dek Ngurah Laba Laksana

STKIP Citra Bakti, Ngada, Nusa Tenggara Timur, 86461, Indonesia

*Corresponding Author: johnsayanganwikul71@gmail.com | Phone Number: +6285142724559

ABSTRACT

This research aims to determine the results of media application BigBook in increasing reading literacy in class II students at SDK Gero. The type of research used is classroom action research (PTK). The design of this research uses the Kemmis & Mc model. Taggart consists of 4 stages, namely planning, action, observation and reflection. The subjects in this research were 9 grade II SDK Gero students and the research object was increasing reading literacy through the media BigBook. The data collection methods used in this research are observation, tests and documentation. In this research, a test instrument was used. The test is carried out in the form of a post-test which is carried out during learning on April 29 and 30 2024 using two cycles, namely cycle I and cycle II. The analytical method used in this research is a quantitative data analysis method. Quantitative data is used to determine the results of the posttest with the specified KKM, namely a minimum of 70, while qualitative data is used to analyze the observation sheet. The results showed a significant increase from cycle I to cycle II. In cycle I the average class score was still low with an average of 58.88 and a completion percentage of 11.11%. In the implementation of cycle II the results increased, namely a class average of 78.99 and a completion percentage of 77.77% with an increase in the average class from cycle I to cycle II of 19.67. Media Big Book It can be said to be effective in increasing students' reading literacy and deepening understanding of the content of the texts they read.

Keywords: BigBook Media; Reading Literacy; Class II Students

1. INTRODUCTION

Every individual has the ability to acquire new knowledge and develop solutions to the problems they face. One example of overcoming this problem is reading literacy (Fauziah, et al. in Nafisawati et al. 2023). Reading literacy cannot be separated from the field of education, this initiative is closely in line with the goals outlined in the Indonesian education framework, which emphasizes the development of literacy skills as a fundamental component of basic education (Hermawan, et al. 2020). According to Law no. 20 of 2003, Chapter I, Article 1, Clause 1 (as referred to in Awe, 2014), "education within the national framework is defined as a deliberate and systematic effort aimed at creating an optimal learning environment". This environment is designed to enable students to actively develop their potential, including spiritual resilience, ethical character, intellectual abilities, admirable personality traits, and essential skills needed for individual success, societal contribution, and national development.

To realize quality education, comprehensive and integrated efforts are needed, one of which is implementing basic literacy, namely reading and writing. The definition and interpretation of literacy always changes and is interpreted differently, because its nature is diverse and continues to develop (Rumaf, 2019). Literacy is a person's effort and ability to make optimal use of knowledge and abilities, which are a gift and blessing from God Almighty (Mawaddah, 2024). According to Sholeh *et al.* (2021) "literacy is the ability to write, read, transcribe, understand language which is connected to a person's cognitive abilities". Literacy is the ability to understand, apply, and evaluate written and oral information (Eloper & Giban, 2024). Literacy is defined as an individual's ability, competence, and talent to acquire, process, and understand information that is important for daily tasks, including reading, writing, arithmetic, and solving problems (Lawe et al., 2024). Reading, in particular, is described as an activity that facilitates the acquisition of knowledge or messages communicated through language or text (Tarigan in Novida et al., 2023). Reading is a universal activity that can be accessed by everyone, including students of all levels and members of the general public (Kaka, 2021: 259). In the field of education, reading is very important for the advancement of science, because reading allows someone to learn and apply large amounts of new knowledge, information, data, concepts and theories (Ibda, 2017).

Reading literacy refers to the skills of interpreting and understanding information obtained from reading or writing activities. According to Haris *et al.* (2023), "reading literacy is a person's ability to understand a piece of writing that is read

so that it can be remembered by the reader". It is of course very important to improve the culture of reading literacy in educational units, especially in elementary school educational units. As explained by Sidiq et al. (2023), "reading literacy includes the capacity to understand, assess, and apply information presented in written texts". It involves the ability to assimilate and effectively utilize knowledge embedded in written materials or documents (Noge et al., 2024). Reading literacy ability is the ability to use written literary works by identifying important elements and meanings in order to estimate and conclude meanings accurately (Nurjana in Prasetya, 2024). Literacy encompasses a number of skills including word and letter recognition, reading fluently, understanding the meaning of text, and verifying the correctness of information. In Indonesia, "a national literacy movement has begun", as described in Ministry of Education and Culture Regulation No. 23 of 2015. This initiative highlights the importance of character building and encourages students to engage with e-books in addition to traditional textbooks before starting formal learning sessions.

However, the reality that occurred in the field when researchers carried out the Class 7 Teaching Campus Program at SDK Gero showed that not all students showed adequate reading skills. Observations and interviews conducted with second grade students at SDK Gero revealed that four out of nine students face challenges in reading fluently. The majority of students experience difficulties, with some experiencing significant difficulties due to a lack of engagement and interest during lessons. In addition, inadequate use of learning media as educational tools (such as sentence formulation) causes students to become disinterested, pay less attention, and not focus during lessons. Apart from that, the lack of parental support also causes a decrease in students' motivation to study. As a result, many children demonstrate inadequate reading skills, often read hesitantly and frequently experience challenges in comprehending texts. To overcome this problem, teachers should allocate special time for students who are not yet proficient and cannot read during regular study hours, encouraged to develop teaching tools and resources that facilitate effective learning. Among these, *Big Book* emerged as an educational medium designed to help children develop their reading skills from an early age.

Large books function as an educational tool specifically designed to improve students' basic reading skills (Adnan et al., 2019). As explained by the Literacy Teaching Group (2015) and quoted in Nugraha et al. (2023), "*Big Book* presents visually appealing illustrations, and carefully crafted written content." Distinctive aspect *Big Book* is its emphasis on text and visuals, which facilitates collaborative reading experiences for teachers and students. Teachers can choose *Big Book* that align with the curriculum flow or interests of their students. Chrusita (2022) highlights "*Big Book* plays an important role in attracting students' attention and directing their focus to the reading content or targeted topic." These books utilize text and visuals that allow students to follow along as the teacher reads aloud, making the learning experience more interactive and engaging.

Oktavia et al. (2016) describe "media *Big Book* as an engaging and innovative educational resource designed to capture student interest through clear imagery and a sizable format. These features not only spark curiosity but also improve initial reading and comprehension skills through the use of visual cues." In accordance with the interpretation of Curtain and Dahlberg (2004), as quoted by Sulaiman (2017), "*Big Book* supports the development of reading skills through repeated exposure and memory strengthening. These texts are commonly used in educational practices such as reading demonstrations, guided reading sessions, and collaborative learning activities." Research conducted by Djaga, Riangtati, and Usman (2020) with the title "Use of Media *Big Book* to Improve the Initial Reading Skills of Second Grade Students at Gunung Sari II Elementary School Makassar" revealed that student involvement in learning activities reached a satisfactory level in Cycle I. Furthermore, the quality of teaching and learning activities showed a significant improvement in Cycle II. This research concluded that although classical completeness was not achieved in Cycle I, this completeness was successfully achieved in Cycle II. Ulfa et al. (2023) researched "media applications *Big Book* to improve the reading skills of first grade students at MI Raudhatul Shalihin Kotabumi, Lampung". Their findings highlight significant progress in students' reading abilities, both in the learning process and learning outcomes, as evidenced by an increase in reading activity from 78.1% in Cycle I to 85.4% in Cycle II.

In contrast to what the researchers encountered with students at SDK Gero, it was known that out of 9 students, only 1 student had very good reading literacy skills, 7 students were still able to spell letters in words and then were able to read them and 1 student did not yet know letters. If these conditions continue, without adequate guidance and resources, children may face significant obstacles in gaining knowledge and improving their skills. So researchers apply media *Bigbook* to see students' reading abilities. Given the identified challenges and the important role of educational media in promoting basic reading skills, this study was designed to answer the research question "Application of Media *Big book* To Improve Reading Literacy Learning for Class II SDK Gero Students. Therefore, this research investigates how media is used *Big Book* can contribute to improving reading skills among second grade students.

2. RESEARCH METHOD

This research uses a qualitative approach, utilizing classroom action research guided by the Kemmis and McTaggart cycle model, which consists of planning, action implementation, observation and reflective evaluation phases (Arikunto, 2021). The instruments used for data collection include: (1) observation sheets to monitor teacher and student activities during class sessions, (2) test sheets to measure students' reading literacy achievements, and (3) documentation to complete the results of observations and tests, which provide evidence additions to support research findings. The evaluation was carried

out at SDK Gero on April 29-30 2024. Participants consisted of teachers and 9 class II students, consisting of 7 boys and 2 girls. This research aims to assess the progress of students' reading abilities after media integration Big Book as a learning resource. The main aim of this research is to encourage literacy development among students, with special emphasis on improving their reading skills through the use of media Big Book. Data was collected by giving tests as the main data collection method. A finalized and thoroughly validated assessment tool was used in this study. However, researchers also incorporate additional insights into the data set without changing the original content. The collected results are interpreted using quantitative techniques, while the observation notes undergo qualitative analysis. Data regarding literacy skills were obtained using carefully designed instruments and widely recognized methodologies to ensure reliability and validity:

Percentage of students who complete = $\frac{\text{The score obtained is the maximum score}}{\text{The score obtained is the maximum score}} \times 100\% =$

Percentage of incomplete students = $\frac{\text{The score obtained is the maximum score}}{\text{The score obtained is the maximum score}} \times 100\% =$

Criteria for completeness of class II students' reading literacy skills with a completion percentage of >70 (Complete) and >70 (Not complete). It can be seen from the criteria **Table 1**.

Table 1. Criteria for Students' Reading Literacy Ability

Indicators	Value Range
Very good	90-100
Good	80-89
Enough	70-79
Not enough	<70

3. RESULTS AND DISCUSSION

3.1 RESULTS

Based on field data that researchers found when carrying out a program from the Ministry of Education and Culture, namely the Class 7 Teaching Campus Program, it shows that a practical approach to overcoming challenges in reading literacy is the application of media. *Big Book* to improve the reading ability of second grade students at SDK Gero. Before starting the research, researchers conducted an initial reading test to evaluate students' current reading abilities. These diagnostic pretests revealed significant variation in students' levels of reading competency. Among the nine participants, one student demonstrated fluent reading skills, seven students experienced varying degrees of difficulty, and one student had difficulty distinguishing or identifying letters. This research was conducted in two cycles, each consisting of four phases: planning, implementation, observation, and reflection. The pre-test provides baseline data on students' literacy levels, which guides interventions aimed at improving their reading skills during cycle I.

1. Results of the Cycle I

The activities carried out in cycle I comply with standard procedures related to classroom action research methodology:

1. Planning, at this stage, was carried out on Monday, April 29 2024, by preparing reading books, pre-test questions, observation sheets and determining completeness criteria with a minimum score of 70 to see how capable the students of class II SDK Gero were in terms of literacy, reading comprehension.
2. Action, involving teaching reading literacy to students using media *Big Book* as the main teaching tool. These books are selected based on their alignment with the topics discussed in the curriculum.
3. Observations, in this activity the researcher observed the activities carried out by the students, it turned out that there was 1 student who could answer the teacher's questions, express opinions and narrate the reading that had just been read well, and 8 other students could not express their opinions, found it difficult to tell the contents of the reading and had intervention, some students continued to face challenges in accurately summarizing the content of the reading material.
4. Reflection is carried out after the action and observation stages. At this stage the researcher evaluated the results of students' reading literacy learning and also thoroughly analyzed the results of the intervention implemented during cycle I.

In order to collect basic data about their reading literacy skills, a pre-test was given to second grade students. The results of this assessment are presented in the **Table 2**.

Table 2. Reading literacy pre-test results

No	No	Mark	Information	
			Complete	Not Completed
1	FAL	65		✓
2	KG	50		✓
3	MRU	60		✓
4	MRU	65		✓

5	OFMD	65		✓
6	RGIU	55		✓
7	TAB	80	✓	
8	STAR	50		✓
9	YAL	40		✓
Amount		530	1	8
Rate-rate		58,88		
Classical completeness			11,11%	88,88%

Table 3. Criteria for Reading Literacy Ability

Indicators	Value Range	Number of students
Very good	90-100	0
Good	80-89	1
Enough	70-79	0
Not enough	<70	8
Total value	550	
The rate is	58.88	

Analysis of the pre-test results stated that one student showed exceptional reading skills, 7 faced significant challenges, and one could not distinguish or recognize letters. The average score for the nine participants in the pre-test conducted during cycle I was then calculated.

Percentage of students who complete = $19 \times 100 \% = 11,11 \%$

Percentage of incomplete students = $89 \times 100 \% = 88,88\%$

Table 4. Percentage of Classical Completeness cycle I

No	Completion Percentage	Level of Completeness	Number of Students	Percentage of Number of Students
1	>70%	Complete	1	11,11%
2	<70%	Not Completed	8	88,88%
Amount			9	99,99%

The results revealed only one student, or 11.11%, achieved the required level of proficiency, while eight students, representing 88.88%, did not meet the established criteria. These findings highlight the low level of student reading literacy in general. The calculated mean score was 58.88, which corresponds to a proficiency level of 11.11%. The factor that influences incompleteness is that students find it difficult to read because there is no text or media that interests them in reading. Based on the findings from cycle I, researchers applied additional measurements using media Big Book. If students continued to experience difficulties, the study continued to the next cycle for further intervention.

2. Results of the Cycle II

Cycle II, which is often referred to as the follow-up cycle, is designed to achieve better results by building on and perfecting the teaching and learning activities carried out during the previous cycle. Activities in cycle II include modifications, adjustments, and advancements informed by cycle I experiences. All interventions continue to use media Big Book, and the steps for this cycle are clearly defined and systematically followed:

1. Planning, at this stage, will be carried out on Tuesday, April 30 2024, by preparing the media *Big Book*, post-test, observation sheet and determining the criteria for completion with a minimum score of 70 to see how capable Grade II SDK Gero students are in terms of literacy, reading comprehension.
2. Action, reading literacy is taught using media *Big Book* as the main teaching material. These books are carefully selected to align with the subjects taught i.e. My Activities.
3. Observation (Observation), researchers use a specially designed observation framework to monitor and document behavioral responses and student engagement. The results of this format will reflect student activity in learning activities.
4. Reflection, at this stage, the researcher analyzes the ongoing impact of the intervention based on teaching practices that use media *Big Book*, which aims to improve students' reading literacy skills.

Table 4, presents the results of the post-test conducted during cycle II, which involved media use *Big Book* to support improving students' reading literacy skills:

Table 5. Reading Literacy Post-test Results using Media Big Book

No	Name	Mark	Information	
			Complete	Not Completed
1	F AL	80	✓	
2	KG	69		✓
3	MRU	79	✓	

4	MRU	80	✓	
5	OFMD	85	✓	
6	RGIU	80	✓	
7	TAB	100	✓	
8	STAR	79	✓	
9	YAL	55	✓	✓
Amount		707	7	2
Rate-rate		78, 55		
Classical completeness			77,77	22,22%

Table 6. Reading Literacy Ability Criteria

Indicators	Value Range	Number of students
Very good	90-100	1
Good	80-89	4
Enough	70-79	2
Not enough	< 70	2
Total value	707	
The rate is	78.55	

After evaluating the post-test results of nine students in cycle II, the following conclusions were drawn:

Percentage of students who complete = $79 \times 100 \% = 77,77 \%$

Percentage of incomplete students = $29 \times 100 \% = 22,22\%$

Table 7. Percentage of Classical Completeness cycle II

No.	Completion percentage	Completeness level	Number of students	Percentage of number of students
1	> 70%	Complete	7	77,77%
2	< 70%	Not Completed	2	22,22%
Amount			9	99,99%

Based on the **Table 7**, Students obtained an average score of 78.55, with a proficiency level of 77.77%. These findings show a significant increase in their reading literacy skills during cycle II. Among the various factors that contribute to improving reading literacy skills, media use Big Book played an important role in achieving these results.

3.2 DISCUSSION

One effective strategy for increasing literacy among elementary school students is to foster reading habits and enthusiasm for learning. Introduce appropriate resources, such as media Big Book, is a practical approach to achieving this goal (Hidayat et al., 2018). The reading literacy skills of second grade students at SDK Gero have shown extraordinary progress due to media integration Big Book. These large books, characterized by vivid illustrations, concise yet impactful sentences, and engaging content, have effectively captured students' interest and encouraged their development in reading and writing skills (Usaid, 2014). This finding is in line with Mawadah's (2018) statement, "media Big Book very effective in advancing students' literacy skills. This resource serves as an excellent tool to improve teaching methodology and educational outcomes, as demonstrated by the improvement in students' reading ability during cycle II compared to cycle I."

Many previous studies have explored the impact of media Big Book on elementary school students' literacy skills. These studies, including Sulaiman's (2017), emphasize the "role Big Book as an innovative solution to overcome literacy challenges, especially in the areas of reading, writing and listening". Factors that influence students' ability to learn are closely related to the quality and nature of the reading materials given to them. Selecting the right learning resources plays an important role in encouraging the development of reading skills. Well-chosen reading material not only sparks interest in reading but also improves comprehension. Conversely, reading material that is too complicated or difficult to understand can reduce students' motivation, potentially inhibiting their desire to engage with the text. On the other hand, reading materials that present interesting narratives and are easy to follow significantly increase students' enthusiasm to explore them further (Yasin, 2022). In line with this perspective, the stories included in Big Book It is concise, straightforward, and designed to be easy for students to understand. Syawaluddin and Nurhaedah (2017) support this point of view, emphasizing "students must strive hard to increase their interest in reading and develop their literacy competencies". Apart from that, students must be able to increase interaction with other students first. When students understand the information they read, when they convey it, it will be better and can be understood by other friends (Rhamadhani & Sobayari, 2024). This shows the media BigBook effectively used to increase students' reading literacy.

Findings from the post-assessment showed marked improvement in students' reading comprehension abilities. The average class score increased significantly, rising from 58.88 with a completion rate of 11.11% in cycle I to 78.55 with a much higher completion rate of 77.77% in cycle II. This data shows a remarkable increase of 19.67 points in overall class performance between cycles I and II. These advances highlight significant effectiveness Big Book as a tool to improve the reading ability of elementary school children. Research by Suyanto (2010) also shows "the use of media Big Book not only increases students' motivation to read but also contributes to improving their overall reading ability, fostering interest and

skill development.” This finding is in line with the results of research at SDK Gero, where the use of media Big Book not only improves and increases students' reading literacy but also increases students' reading interest. One of the main advantages Big Book is its ability to present text and illustrations in large format, ensuring all students in the class can see the content clearly. This feature is important for capturing students' attention and allowing them to more effectively focus on the learning material. Apart from that, the illustrations are attractive and colorful Big Book can stimulate students' imagination and creativity.

The solution to this challenge is to utilize digital technology to create and access Big Book. Teachers can use graphic design software or digital book making applications to create Big Book interesting according to students' needs. Apart from that, there are many online resources that provide Big Book digital which can be accessed for free or paid. Apart from online resources, teachers can also create media Big Book manually using large, more practical picture paper such as media Big Book which was created when researchers implemented the Kmapus Mengajar Batch 7 program at SDK Gero. In this way, teachers can overcome limited resources, Big Book continues to serve as an excellent educational aid, demonstrating its value in a variety of classroom settings. As confirmed in this research, the application of media Big Book proven to be able to increase the literacy level of grade 2 students at SDK Gero. This approach succeeded in attracting students' interest and sharpening their concentration during the learning process, increasing their involvement in the learning process, and helping them understand the content of the reading well. Although there are several challenges in implementing the media Big Book, Creative and innovative solutions can help teachers overcome these challenges and capitalize Big Book as an effective tool for increasing students' reading literacy.

4. CONCLUSION

Literacy skills must be cultivated. To be able to have literacy skills, it is necessary to form reading habits and be skilled in reading. Based on the research results above, it can be concluded that media Big Book proved to be an effective strategy for increasing reading literacy among second grade students at SDK Gero. The results of data analysis show a significant increase, as shown by the results of the pre-test and post-test, which show an initial class average of 58.88 and a complete student completion rate of 11.11% in cycle I, increasing to an average of 11.11%. The average was 78.99 and the student completion rate was 77.77% in cycle II. This is an increase of 19.67 in the class average from cycle I to cycle II. Therefore, media Big Book can be considered effective in improving students' reading literacy and deepening their understanding of the texts they read.

REFERENCES

- Adnan, A., Yamin, M., Aulia, M., & Kurniawati, R. (2019). Use of BigBooks in Beginning Reading Learning in Elementary Schools. *Basicedu Journal*, 3(3), 963-969.
<https://doi.org/10.31004/basicedu.v3i3.245>
- Arikunto, S., Supardi, & Suhardjono. (2021). *Classroom Action Research*. Jakarta: PT Bumi Aksara
- Awe, Ermelinda Joseph. (2014). *The Relationship Between Academic Qualifications, Competencies, Work Motivation and Primary School (SD) Teacher Performance in Bajawa District, Ngada Regency*.
<https://www.neliti.com/publications/123152/>
- Chrusita, B. (2022). *Development of Big Book Media in Beginning Reading to Improve Reading Skills in Class I of SD Negeri 1 Gondangkulon Nganjuk*. IAIN Kediri.
- Djaga, S., Riangtati, A. D., & Usman, H. (2020). Utilization of Bigbook media to improve initial reading skills in class II students at SD Negeri Gunung Sari II Makasar. *Journal of Education publications*, 10(1)
- Eloper, N., Giban, Y. (2024). Teacher Strategy to Improve Literacy Skills Through Mother Tongue for Students. *Journal of Theology and Christian Education*, 6(2), 272-282.
- Haris, A., Pahar, R., Yusra, H. (2022). *Effectiveness of Using the Google Classroom Application on the Reading and Writing Literacy Ability of Class VIII Students at SMP Negeri 22 Jambi City*. (Doctoral Dissertation, Jambi University).
- Hermawan, R., Rumal, N., Solehun. (2020). The Influence of Literacy on Reading Skills in Class IV Students of SD Inpres 12, Sorong Regency. *Papeda Journal*, 2(1), 56-63.
- Ibda, H. (2017). Metal Movement (Reading Articles) to Improve MI Teachers' Critical Reading Ability. *Magister*, 8(1), 17-43.
- Lawe, Y. U., Laksana, D. N. L., Noge, M. D., Ngura, E. T., Nafsia, A., Kaka, P. W. (2024). Training and Assistance in Designing Mother Tongue-Based Learning as a Transitional Language for Student Literacy Skills for Sobo Elementary School UPTD Teachers. *Dedication: Journal of Community Education and Technology Service*, 2(1), 62-68.
- Mawaddah. (2024). Reading and Writing Literacy and Learning in Early Childhood. *Damhil Education Journal*, 4(1), 15-22.
- Nafisawati, R., Sa'dullah, A., Zakaria, Z. (2023). Application of the Storytelling Method to Improve Reading Literacy Skills in Class II Indonesian Language Learning at Madraah Ibtidiyah. *Journal of Madrasah Ibtidiyah Education*, 5(2).

- Navida, I., Rasiman, Prasetyoati, D., Nuriafuri, R. (2023). Students' Reading Literacy Ability in Class III Indonesian Language Content in Elementary Schools. *Journal of Education*, 9(2).
- Noge, M. D., Laksana, D. N. L., Awe, E. (2024). Assistance with a Basic Literacy Mapping Survey for Partner Elementary Schools in Golewa District. *Citra Bakti Scientific Community Service Journal*, 5(2), 581-595.
- Octavia, et al. 2016. Big Book in Reading Comprehension learning to develop Critical Reading for fifth grade elementary school students. Bandung: UPI. Sulaiman, Usman. 2017. The Effect of Using Big Book Media in Learning on the Literacy Skills of Early Grade Students in Early Reading Learning in Elementary Schools. *Basicedu Journal*, 3(3), 963-969.
- Prasetya, A. E. (2024). Analysis of Fifth Grade Students' Reading Literacy Ability from the Fifth Grade Elementary School Teacher's Perspective. *Journal of Education, Language, Literature and Culture*, 2(4), 265-275.
- Rhamadhani, S. N., Sobayari, N. (2024). The Influence of Storytelling Models on Reading Comprehension of Fifth Grade Elementary School Students. *Literate Syntax; Indonesian Scientific Journal*, 9(8), 4486-4497.
- Rumaf, N., Wahyuningsih, A. (2019). Application of the Read and Write Literacy Style for Sorong Regency. *Abdimasa Journal*, 3(1), 21-27.
- Sidiq, F., Ayudia, I., Sarjani, T. M., Juliati, J. (2023). Optimizing the Literacy Movement Through Numeracy Literacy Class Design in Langsa City Elementary Schools. *Journal of Human and Education (JAHE)*, 3(3), 69-75.
- Nugraha, F., Akmalia, D., Fatonah, N. (2023). Application of Big Book Learning Media to Improve Initial Reading Ability in Indonesian Language Learning. *Garut University Education Journal*, 2(2), 1-8
<https://dx.doi.org/10.52434/jpgsd.v2i2.3121>
- Ulfa, D. L., Khoiriyah, M., & Sudarti, D. O. (2023). Application of BigBook Media to improve the reading skills of class I students at Mi Raudhatus Shalihin Kotabumi Lampung. *JUPERAN: Journal of Education and Learning*, 2(2), 60-69.
<https://ojs.smkmerahputih.com/index.php/juperan/active/view/302/39>
- USAID, 2014. Sourcebook for LPTK Lecturers: Early Grade Literacy Learning at LPTK. Jakarta: USAID PRIORITAS.
- Hidayat, M. H., Basuki, I. A., & Akbar, S. (2018). School Literacy Movement in Elementary Schools. *JEducation journal: Theory, Research and Development*, 3(6), 810-817.
<https://doi.org/10.17977/jptpp.v3i6.11213>
- Johan, G. M., & Ghasya, D. A. V. (2017). Development of Big Book Literacy Media to Improve Elementary School Students' Reading Comprehension Skills. *Tunas Bangsa Journal*, 5(2), 184-199.
<https://ejournal.bbg.ac.id/tunasbangsa/article/view>
- Mawadah, A. (2018). Utilization of the Big Book as a Media for Early Childhood Literacy. *As-Sibyan: Journal of Early Childhood Education*, 3(1), 57-72.
<https://doi.org/10.32678/as-sibyan.v3i01.135>
- Sulaiman, U. (2017). The Influence of Using Big Book Media in Learning on the Literacy Skills of Early Grade Students at the Banta-Bantaeng Makassar State Madrasah Ibtidaiyah. *Al-Kalam: Journal of Religious and Social Research*, 9(2), 193-204.
<https://journal.uin-alauddin.ac.id/index.php/klm/article/view/4486>
- Syawaluddin, A., & Nurhaedah. (2017). The Impact of School Literacy Movement (GSL) on the Literacy Ability of the Fifth Graders at SD Negeri Gunung Sari, Rappocini District, Makassar City. *International Journal of Elementary School*, 1(4), 238-243.
<https://doi.org/10.23887/ijee.v1i4.12964>
- Suyanto, S. (2010). *Learning Media Development*. Jakarta: Open University
- Yasin, N. F. (2022). The Influence of Big Book Learning Media Using the Discussion Method to Improve the Information Literacy Skills of Class IV Elementary School Students. *Muassis Journal of Elementary Education*, 1(2), 142-153
<https://doi.org/10.55732/jmpd.v1i2.28>