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Improving Reading Ability Using Big Book Media in Class I Students at SDN 2 Bulango Utara

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Abstract. *This research aimed to improve reading skills using Big Book media for grade 1 students at SDN 2 Bulango Utara. The type of research used is classroom action research, with the research subject being a grade I student totaling 27 students. This research was carried out in the form of cycles, and each cycle consisted of 4 stages, namely the planning stage, the implementation stage, the observation, and the reflection stages. This research shows that students' reading ability in Indonesian language subjects is still in the low category. This is indicated by the low reading ability of students at the time of the initial observation reaching 37.03% with capable criteria, and the reading ability of students in cycle I of 62.96% in capable criteria with a fairly good category, while the reading ability of students in cycle II increased by 100% with very good categories in capable criteria. The application of Big Book learning media can improve students' reading skills in class I at SDN 2 Bulango Utara, Bone Bolango Regency. The achievement of providing action from cycle I to cycle II researchers ended the meeting in cycle II third meeting because it had met the predetermined performance indicators of 80%.*

Keywords: *Big Book Media, Reading Ability*

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INTRODUCTION

The importance of learning to read to students is found in the Law on the National Education System Number 20 of 2003 Chapter 3 Article 4 Paragraph 5 which reads that education is carried out by developing a culture of reading, writing and arithmetic for all citizens. The law above outlines that reading is very important for all Indonesian people, in other words learning to read is an educational process to improve reading skills. According to Hedgcock & Ferris (2018) and Duke & Cartwright (2021), improving students' reading skills can involve various factors including internal factors and external factors. Internal factors in the form of intelligence, goals, motivation to read and so forth. Intelligence in question is the ability to remember graphic symbols in the form of letters, remember graphic sounds, and be able to rewrite them. External factors include reading facilities, reading traditions, types of reading, environment, and social background (Buehl, 2023; Everhart, 2022; Haywood et al., 2019). According to Ulu (2019) and Smith et al. (2021) that reading is a complex process because these factors have interrelated relationships so that they can help a student's reading skills. Improving reading skills in students in elementary schools educators must know learning strategies that can make the learning atmosphere more conducive so that students can receive the material well (Mubarok & Anggraini, 2020; Buehl, 2023; Brevik, 2019).

Based on the results of observations that researchers conducted on Thursday, October 27, 2022 in class 1 SDN 2 North Bulango Regency, Bone Bolango Regency, with a total of 27 students, 17 male and 10 female students, where there were 10 students or 37.03 % criteria for being able, 2 people or 7.40% with criteria for being less able while 15 people or 55.55% with the criterion

of not being able to still not meet the KKM in this case there are several problems such as students having difficulty reading skills, students having difficulty recognizing letter symbols, there are still many students who have difficulty remembering letters, there are still many also students who cannot distinguish between capital letters and lowercase letters, students' reading ability is still low, students are less enthusiastic in receiving learning (Reed et al., 2020; Roberts et al., 2020; Roberts et al., 2019).

Seeing these existing problems, researchers and educators agreed to improve the reading ability of students in grade 1 at SDN 2 Bulango Utara by using Big Book media in improving students' reading abilities because reading is also necessary and important for the provision of students at the following stages (Grabe & Stoller, 2019; Daniels, 2023; Brown, 2020). The following learning stages and higher levels and also useful for them in the future (Liu et al., 2018; Alam, 2022; Alzubaidi et al., 2021. It's a shame if learning to read isn't honed properly from the start.

According to Bland (2018) and Anders & Guzzetti (2020) the Big Book media must be shaped in such a way as to be as interesting and creative as possible in order to be able to foster motivation and interest in reading in students so that they can improve reading skills in grade 1 students in elementary schools. By applying Big Book media, it is expected that students can receive material well according to their level of understanding (Lau et al., 2018; Dewı et al., 2019; Hardiansyah, 2022).

From this description, in this study the researcher was interested in conducting classroom action research by raising the title "Improving Reading Ability Using Big Book Media in Class I Students at SDN 2 Bulango Utara".

METHODS

This classroom action research (CAR) was conducted at SDN 2 Bulango Utara. This research was conducted in grade 1 in Improving the Reading Ability of Semester 1 Students in the 2022/2023 Academic Year. The number of students in class 1 is 27 people consisting of 17 male students and 10 female students. According to Surbakti et al. (2020) and Eyal et al. (2021) there are things that affect the quality of the research data, namely the research instruments and the quality of data collection. The quality of data collection is related to the accuracy of the methods used to collect data. Data collection techniques used in research include; (1) Observation; (2) Test; (3) Documentation

RESULTS AND DISCUSSION

Educators' learning activity was observed, and its high quality criteria led to the adoption of an action in the first cycle of the first meeting. There was 1 criterion with a percentage of 4%, 4 criteria with a percentage of 16%, 11 criteria with a percentage of 44%, and 9 criteria with a percentage of 36% in the Less criteria section. Educators' activities in learning are observed, and the criteria by which they are evaluated, are used to inform the execution of giving student actions that have been carried out in the first cycle of the second meeting. Three criteria with a 12% success rate, six criteria with a 24% success rate, nine criteria with a 36% success rate, and seven or fewer criteria with a 28% success rate. Teacher-observed learning activities that satisfy very good criteria form the basis for the third meeting's implementation of giving student actions from the first cycle. There are 4 criteria with a percentage of 16%, 7 criteria with a percentage of 28%, 8 criteria with a percentage of 32%, and 6 criteria with a percentage of 24% for less criteria. There are 8 criteria, or 32%, for very good results in cycle II of the first meeting regarding educator activities in learning; 8 criteria, or 32%, for good results; 5 criteria, or 20%; 4 criteria, or 16%; and 5 criteria, or 20%, for enough results. Criteria for educator learning activities improved in the second meeting cycle. There were a total of 10 criteria with a 40% success rate, 8 criteria with a 32% success rate, 5 criteria with a 20% success rate, and 2 criteria with an 8% success rate for Less. Excellent criteria were used in the third meeting's implementation of educator learning activities. There were 17 criterion with a 68% success rate, 6 criteria with a 24% success rate for

Good, 2 criteria with an 8% success rate for Enough, and no criteria with a 0% success rate for Less. The typical rise in schoolwork is depicted below:

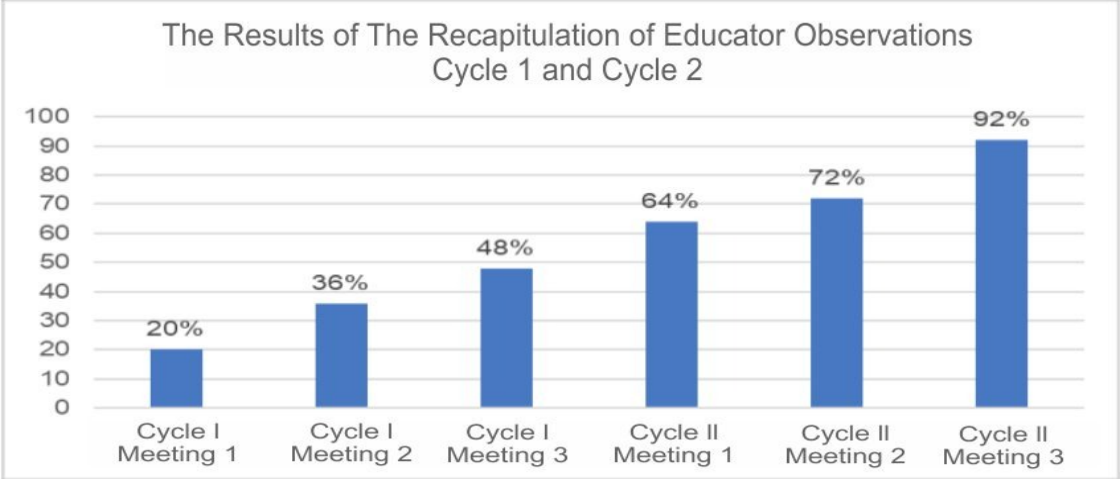

Figure 1. Educator's observations recapitulation diagram, Cycle I to Cycle II.

First meeting with extremely good criteria based on results of monitoring student actions by teachers during the learning cycle. 1 criterion with a 5% weighting, 4 criteria with a 20% weighting, 5 criteria with a 25% weighting, and 10 criteria with a 50% weighting make up the criteria sets, respectively. Second meeting with very good criteria on the outcomes of teachers' monitoring of students' activities during the first cycle of the learning process. There are four criteria with a value of 20%, five criteria with a value of 25%, six criteria with a value of 30%, and five criteria with a value of 25% for the Less option. Results from teachers' monitoring students' activities during the first cycle of the learning process, based on some very excellent criteria There are 6 criterion with a 30% weight, 5 criteria with a 25% weight for Good, 5 criteria with a 25% weight for Enough, and 4 criteria with a 30% weight for Less. Educators in cycle II of the learning process base their first meeting, which has excellent criteria, on their observations of students' activities. There are 9 criterion with a 45% weight, 4 criteria with a 20% weight on Good criteria, 4 criteria with a 20% weight on Enough criteria, and 3 criteria with a 15% weight on Less criteria. Educators' second meeting based on cycle II learning observation data, which has high quality criterion There are 11 criteria with a 55% success rate, 4 criteria with a 20% success rate, 4 criteria with a 20% success rate, and 1 criterion with a 5% success rate for having insufficient criteria. There are 16 very good criteria (a percentage of 80%), 3 good criteria (a percentage of 15%), 1 enough criterion (a percentage of 5%), and no criteria (a percentage of 0%) based on educators' observations of students' activities during the third meeting of learning cycle II. This increased monitoring of student behavior manifests itself in the following ways:

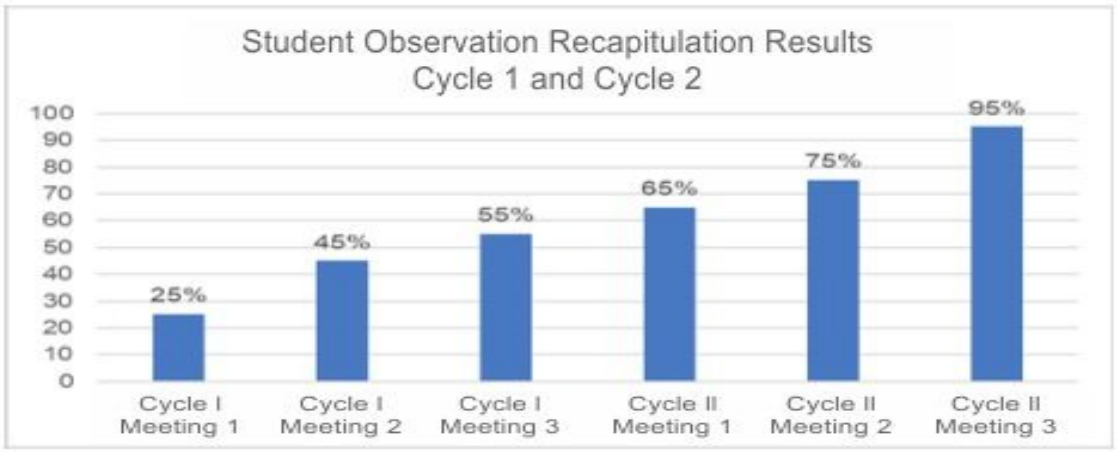

Figure 2. Student observations recapitulation diagram, Cycle I to Cycle II.

Out of a total of 27 students, 13 (48.14%) met the criteria for "Able" on the reading ability test for the first cycle, 3 (11.11%) met the criteria for "underprivileged," and 11 (40.74%) met the criteria for "Not Able." In contrast, out of a total of 27 students, 15 students (55.55%) met the criteria for Able on reading tests administered during the second cycle of the second meeting, while 1 student (3.70%) met the criteria for underprivileged students, and 11 students (40.74%) met the criteria for Disabled students. There were a total of 27 students who took the reading comprehension test during the first cycle of the third meeting; 17 of them scored in the Able range (62.96%), 4 scored in the Underprivileged range (14.81%), and 6 scored in the Unable range (22.22%). In contrast, 19 students (70.37%) met the criteria for Able on the reading ability test administered to students in the second cycle of the first meeting, 7 students (25.72%) met the criteria for being less able, and 1 student (3.72%) met the criteria for being Unable. In contrast, out of a total of 27 students who took the reading ability test during the second cycle of the second meeting, 21 met the criteria for Able (76.77%), 6 met the criteria for Underprivileged (22.23%), and none met the criteria for Inability (0%). While all 27 pupils who took the reading ability test scored 100% on the Capable criterion, none scored lower than 0% on the Less Able criteria, and none scored higher than 0% on the criterion Not Able criteria. The transition from cycle I to cycle II can be understood based on the following, which is based on the capacity to read kids using Big Book media:

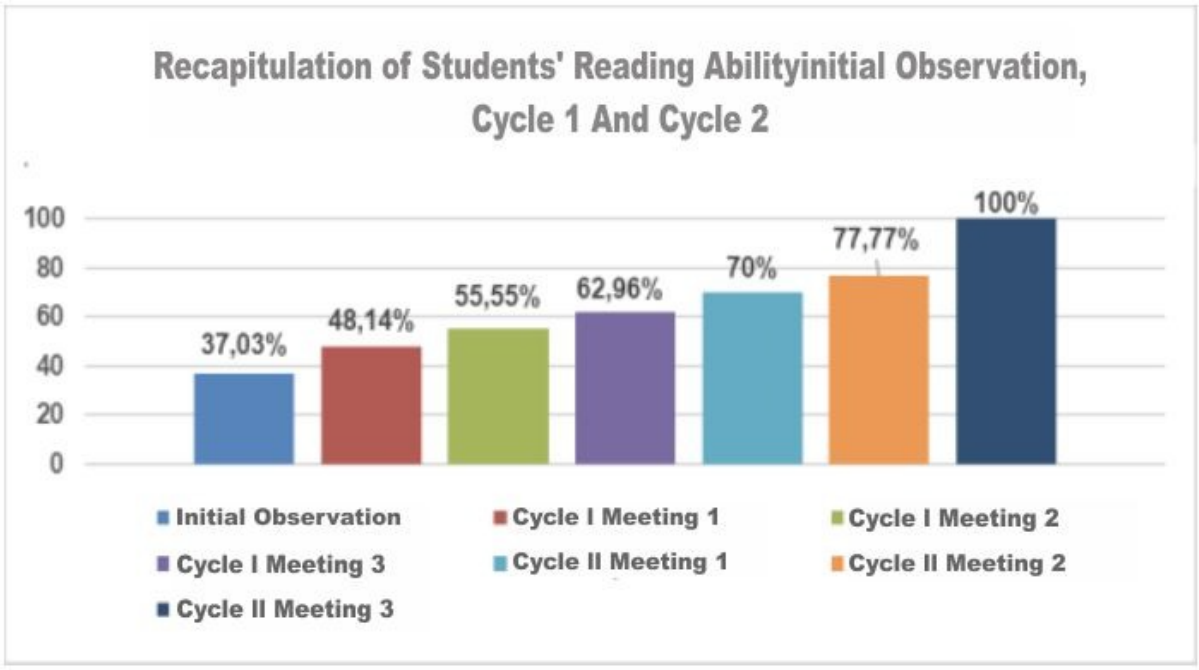

Figure 3. Diagram of Observation Students' Reading Ability, Cycle I to Cycle II.

From the description of the results obtained by researchers after conducting action research related to students' reading abilities, the average percentage obtained has met predetermined performance indicators, i.e. 80%. Thus, the action hypothesis which states that if educators use Big Book media can improve the reading ability of class I students at SDN 2 Bulango Utara can increase.

CONCLUSION

From the results of the study several conclusions can be drawn, including; (1) before carrying out class action activities, students' reading ability at the time of initial observation reached 37.03%; (2) after carrying out class action activities, students' reading ability in cycle I increased compared to the initial observation of 62.96%; (3) after carrying out class action activities, students' reading ability in cycle II increased by 100%. The achievement of giving

Action from cycle I to cycle II the researcher ended in cycle II of the third meeting, because it had fulfilled the predetermined performance indicator of 80%.

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