Application of Media Big Book to Develop the Ability to Read the Beginning in Madrasah Ibtidaiyah

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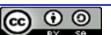[1,2&3]Universitas Islam Jember, Indonesia

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ABSTRACT

This study aims to explore the use of big book media in supporting grade 1 students at MI Al Marhamah Jember in developing their early reading skills. A big book is characterized by its large size, featuring bigger text and illustrations compared to standard books, which helps attract students' attention. This research employs a qualitative approach with a descriptive methodology, involving teachers and students as participants. The focus of the study is on the implementation of big book media to enhance the beginning reading abilities of first-grade students. Data was collected through observations, interviews, and documentation, while data analysis involved processes of data reduction, data presentation, and conclusion drawing. The findings indicate that the use of big book media effectively aids students in acquiring initial reading skills at MI Al Marhamah Jember. This is demonstrated by the students' ability to read text from the big books, pronounce syllables, spell out words, and connect syllables to form simple words. Moreover, many students showed progress in reading simple sentences fluently.

INTRODUCTION

The ability to read is essential for everyone and has become a major focus of efforts to improve literacy through various initiatives (Genlott & Gronlund, 2013; Andersen et al., 2018; Abdulrahaman et al., 2020). Reading involves a cognitive process that includes understanding, interpreting, and explaining the meaning of written symbols, relying on visual perception, eye movement, internal speech, and memory (Rayner & Liversedge, 2011; Miller & O'Donnell, 2013; Harianto, 2020). The main goal of reading is to obtain information, which requires comprehension of written sentences. Learning to read is generally divided into two stages: initial reading, typically taught in early elementary grades, and advanced reading, introduced in higher elementary levels. In Indonesia, reading skills remain a significant challenge (Yagle et al., 2017; Maqbulin, 2022; Panjaitan et al., 2023). According to the 2018 PISA study, Indonesian students ranked in the bottom 10 of 79 countries, with average reading scores 80 points below the OECD average. Their abilities in reading, mathematics, and science also lag behind students from other ASEAN countries (Nur'aini et al., 2021). This low performance highlights the urgent need for educational improvements, as inadequate reading skills can hinder understanding and limit knowledge acquisition, which is fundamental to learning other subjects (Boulhrir, 2017; Idulog et al., 2023; Kamalov et al., 2023). While formal reading instruction begins in elementary school, children vary in how quickly they learn to read.

The process of early reading instruction in Indonesia is integrated into the Indonesian language curriculum, aiming to help students communicate effectively both orally and in writing (Abrami et al., 2015; Thornhill-Miller et al., 2023). This subject serves as a foundation for learning other knowledge areas, with the 2013 curriculum positioning Indonesian as a key knowledge carrier

(Seileek, 2012; Winda, 2016). Early reading skills, developed in elementary school, guide students toward literacy by teaching letter recognition, differentiation, and word formation (Yuliana, 2017). Given the importance of fostering a love for reading, teachers must employ effective methods and learning media to engage students (Rohani, 2020; Nurrita, 2018). However, current classroom practices often rely heavily on textbooks, which may not always suit the needs of all students, potentially leading to a monotonous learning experience and neglecting efforts to adapt teaching to student needs (Ahern et al., 2019; Alam & Mohanty, 2023). Teachers should act as facilitators who support each student's learning process by creating engaging, meaningful, and motivating classroom environments. To enhance early reading skills, teachers can introduce alternative learning aids, such as the "big book," which differs from standard textbooks. The big book is a picture book featuring large text and images, making it easier for students to see and understand the content (Madyawati, 2016). Originally used for preschoolers, big books are also suitable for first-grade elementary students, who still share some characteristics with younger children, such as a preference for colorful visuals and short texts. These books can effectively support early reading development by making reading more enjoyable (Prawiyogi et al., 2021). Unlike preschool versions, big books for early elementary use contain more text while still including helpful illustrations (Tatminingsih, 2022).

Several related studies have explored the use of big book media in education. For instance, conducted research titled "The Use of Big Book Media on Critical Thinking of Fifth Grade Students of SDN Rangkah 1 Surabaya," which examined how big books could enhance students' critical thinking skills. Similarly, a study by Mardiyanti et al. (2022), "Efforts to Improve Reading Comprehension Skills Using Sukuraga's Big Book Media in Elementary School," focused on improving reading comprehension through the use of big books, employing a classroom action research approach. While these studies also utilized big book media, they differed in focus from the current study, which aims to help students read more fluently and foster a love for reading through the introduction of engaging and novel reading materials. This research seeks to describe the application of big book media and assess its effectiveness, with evaluation serving as a means to measure the success of the intervention (Anwar, 2021).

The research aims to address the reading challenges faced by first graders at MI Al Marhamah, where students struggle to achieve fluent reading, particularly with complex letter combinations, such as consonant clusters. The study seeks to introduce big book media as an alternative to current methods, which rely on simple materials like basic reading books with small text and uncolored pictures, and traditional tools such as the blackboard, leading to boredom during reading lessons. The objectives include describing the use of big book media in early reading instruction, evaluating its effectiveness in improving reading fluency, fostering a greater interest in reading among students, and identifying strategies to overcome early reading difficulties. By achieving these goals, the research aims to provide insights into more effective approaches for teaching reading at the elementary level.

RESEARCH METHODS

This study is a descriptive qualitative research aimed at describing the process of applying the big book as a learning medium to enhance students' initial reading skills. The type of research used is field research, conducted at the formal educational institution MI Al Marhamah Langkap, located in Bangsalsari District, Jember Regency. The subjects of this study were 25 first-grade students at MI Al Marhamah Langkap, consisting of 12 male and 13 female students. The data collection methods employed included observation, interviews, and documentation. Observation involved directly monitoring students' activities during big book reading sessions to understand their interaction with the material and their reading skill development. Interviews were conducted with students, teachers, and other relevant stakeholders to gain deeper insights into the learning process and the impact of the big book on students' reading abilities. Additionally, documentation was used

to collect records of students' reading achievements, lesson plans, and other related materials as supplementary evidence of the students' reading progress.

The data analysis followed the Miles and Huberman model, which involves three main stages: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). In the data reduction stage, information obtained from observations, interviews, and documentation was summarized and focused on aspects relevant to the research objectives. The reduced data was then displayed in the form of matrices, charts, or narrative descriptions to illustrate the relationships and patterns observed during the research. Finally, conclusions were drawn based on the displayed data, with ongoing verification to ensure the accuracy and reliability of the findings.

To ensure the validity of the data, this study employed triangulation techniques, including source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from different sources, such as cross-checking students' reading results with feedback from teachers, to confirm positive changes in students' reading abilities (Moleong, 2016). Technique triangulation involved verifying the consistency of data collected through various methods, such as correlating the results of observations with interview responses and documentation records to ensure consistent findings. Triangulation is considered a crucial method for checking the validity of data or information by using external references to compare and verify the collected information. This approach ensures a comprehensive understanding of the development of students' reading skills through the application of the big book.

The use of the Miles and Huberman model for data analysis provides a systematic approach to qualitative research, allowing researchers to manage data effectively and draw meaningful conclusions (Miles et al., 2014). Furthermore, using triangulation techniques enhances the study's credibility by ensuring that multiple sources of evidence support the findings, thus providing a more accurate and holistic view of the impact of the big book on reading skill development.

RESULTS and DISCUSSION

Learning to read at the beginning stage using the big book media is an approach that aims to actively engage students in the reading process by organizing them into groups and conducting reading activities in a collaborative manner. This method encourages student participation, allowing them to read in turns, which helps build confidence and improve reading fluency. The format of the reading sessions using the big book involves presenting text in the form of short, simple sentences, which is appropriate for the students' developmental stage, as they have already been introduced to the basic forms of letters and understand how letter combinations create words. The content of the big book is carefully designed to match the students' existing knowledge and learning goals. The text is crafted in a way that is accessible and engaging, with illustrations and large print to make it easier for young learners to follow along. This aligns with the pedagogical goal of providing a gradual introduction to reading, starting with familiar concepts and gradually increasing in complexity as students become more confident readers.

In this study, the big book media is created to align with the thematic subject matter being taught, specifically focusing on themes related to living and non-living objects. This thematic approach not only aids in reading skills development but also integrates content knowledge across subjects, providing a more holistic learning experience. For example, while reading about living things, students might encounter texts about animals or plants, which not only improves their reading abilities but also enriches their understanding of biology. Similarly, texts about non-living objects can introduce concepts in physical science, such as materials or everyday objects, in a way that is both engaging and educational. By incorporating these themes, the big book media serves a dual purpose: it enhances reading skills while simultaneously building knowledge about the world. This integrated learning approach helps students make connections between what they are reading and their broader curriculum, facilitating deeper comprehension and retention of information. Furthermore, the use of familiar themes in the big book can spark curiosity and motivate students to participate actively in reading activities, thus fostering a positive attitude towards reading from an

early age. Overall, the big book media not only serves as a tool for reading practice but also as a means to introduce thematic content in a way that is visually appealing and contextually relevant to young learners. It supports the development of foundational literacy skills while also catering to the students' curiosity about the world around them, making the learning experience more meaningful and enjoyable.

Application of reading activities with Big Book Media

It is known that the results of the analysis at the time of the initial observation of first-grade students in MI Al Marhamah concurrently in the activities of this study already had the initial ability to read, namely:

Tabel 1. Aspects Of Beginner Reading Ability

No.	Ability Aspects	Access	Number Of Students
1	Get to know the letter symbol	100%	25
2	Recite the symbol of the letter	100%	25
3	Reading syllables	100%	25
4	Read the word	80%	20
5	Reading sentences	80%	20

The class students are already at the level of knowing the letter's symbol, pronouncing the letter's character, and reading the syllables. All have reached that ability. However, reading words and sentences still needs to be improved, and this needs to be trained. Initially, students who cannot read terms and sentences get exercises through joint reading activities to recognize and read times. This is also facilitated by the presence of images that help visualize word recognition. Students who have not been able to read short sentences will also be given an auxiliary stimulus through reading activities together and take turns to make it easier for them to recite each sentence more smoothly.

Thus, the provision of big book media is adjusted to the initial conditions of students by considering this. The text in the book is presented in the form of short sentences. Implementing big book media is the same as learning in general, which begins to be used when entering the core learning activities. Big book Media used there is only one book. The flow of learning activities is as follows:

First, the teacher formed two groups of students: men's and women's groups. Then, the teacher briefly showed the big book media to attract students ' attention, accompanied by questions about previous learning. Then, the teacher opens each sheet of the big book to increase student focus. The teacher re-instructs the relationship of big book media with reading activities related to themes and subthemes that students will learn. Furthermore, the teacher showed the front cover of the press and invited students to read along with the writing on the picture book on the surface of the big book media. Followed by an explanation of the flow of learning activities with big book media.

The teacher began to read the text in the big book by opening each page and pointing to the words read. Interrupted by reading activities, teachers also conduct question-and-answer activities related to the images on each page. All students in the group watched the teacher read to completion. After they finished reading, the teacher asked questions about the contents of the big book media, and the students enthusiastically answered them. The teacher appreciates all the answers of the students by praising them.

Still in his group, further reading activities began to involve students. The next step is to do the reading activity with the teacher reading the first sentence, followed jointly by all students until it is complete. In this activity, the teacher continues to read the text while pointing to the part of the sentence being read. The teacher still means to the reader when it is the student's turn to follow. The teacher will pay attention to each student's speech, and if there is a mistake or students can not follow the reading, they will be explicitly asked to follow with guidance on the spot. After the

reading activity, students were asked to observe each image designated by the teacher and tell the contents of the image, followed by questions and answers related to the image and strengthening the material from the media.

The next significant book-reading activity began to increase the activity of students in groups. The teacher handed the big book to each group. In turn, students in each group are allowed to read individually. This reading activity is certainly still accompanied by the teacher, and if there are difficulties or reading errors, they can be corrected by his friend or teacher. The role of the teacher in this activity is to pay attention to each student's reading ability and reaction.

The teacher did a reflection together using the big book at the end of the learning activities. In this activity, the teacher asked questions about what the students learned today and how the children felt when comparing two types of objects, namely living objects and non-living objects, and most importantly, asked how they felt reading using the big book that they had never done before. This Big book makes students happier in the learning process because it is exciting and brings them closer to loving reading activities.

The results of students ' reading ability using big book media can be categorized in the following table:

Tabel 2. Reading Ability Results

No.	Indicators	Description
1	Reading syllables by spelling	2 students
2	Memorized letters are not fluent in reading	3 students
3	Fluent in English both oral and written	20 students
	Total	25 students

Based on the results of learning activities assisted by big book media, there is a positive change in ability. Students are motivated by the presence of new media that they have never used before. With the emergence of that motivation, the students become more enthusiastic to learn to read together. Students who initially cannot read words and sentences fluently become interested in learning with extensive text offerings, color, and assisted images. Training students who cannot read is also assisted by reading activities carried out jointly and in rotation. Thus, with such learning activities, students first get information from words and sentences that are difficult to read based on their respective versions. Students who are already at the level of being able to read sentences also become happy to read because the media is much more interesting, so at different times, they always want to do reading activities.

Evaluation of the results of Reading and application of the Big Book

Using big book media to train reading skills, Grade 1 students showed more enthusiasm. They seem excited and motivated since the teacher shows the press before the class. The results of this reading activity can also ensure teachers have information about their students ' abilities in the middle of the second semester of 2022-2023. The results of 25 students, 20 students have increasingly demonstrated fluent reading. But there are still 3 students who read it still stammered and 2 students who still need guidance from the teacher because how to read sentences is still by reading syllables.

The application of big-book media also has the findings of advantages and disadvantages obtained from observations. The benefits found by researchers are from the character of the big book: (1) students quickly see the image text that helps their understanding of the text read large so that all students in the class can see it, (2) the material in the big book is presented concisely and clearly in the form of pieces of simple sentences so that students can easily read it, (3) because the big book is made using colorful paper, this encourages the spirit and motivation of students to want to read. When taking turns to read individuals in groups, students are impatient with their kindness, (4) the capital used to make the big book is not so expensive.

The shortcomings that arise when using the big book are (1) for students who need to be more fluent in reading or are still in the process of spelling, this will make it difficult for them because the presentation of the text is in the form of simple sentences. (2) Big book, there is only 1, while the

number of students is as many as 25 people, and each group uses only one book in turn, so the process requires a lot of time. (3) the arrangement of the contents in the big book is not yet neat to paste, and because the contents of the text and images are printed using ordinary HVS paper, when the students are in, some parts are slightly torn.

Discussion

Based on the results obtained, there is an increase in the ability to read at the beginning of the students, as indicated by the activity of reading short sentences. Early before learning to read with big book media, 60% of first-grade students have not been able to read words and sentences. This is due to the need for more motivation built from students and teachers. However, after learning by utilizing the media big book, a change for the better.

Tabel 3. Changes In Initial Reading Ability Results

No.	Ability Aspects	Early	End
1	Get to know the letter symbol	25 students	25 students
2	Recite the symbol of the letter	25 students	25 students
3	Reading syllables	25 students	25 students
4	Read the word	20 students	23 students
5	Reading sentences	20 students	23 students

The overall results from Table 3 indicate that there was positive growth in the students' reading abilities, particularly in reading words and sentences. The number of students who could read words and sentences increased from 20 to 23, demonstrating the effectiveness of the intervention using big book media in improving reading skills. However, the results also reveal that a small group of students (two in particular) still required additional help, suggesting that differentiated instructional strategies might be necessary to ensure all students reach reading fluency. The unchanged abilities in recognizing and reciting letter symbols, as well as reading syllables, imply that the students had already mastered these foundational skills prior to the intervention. Therefore, the primary focus of the intervention was on advancing their reading from syllables to whole words and sentences, which was achieved for most students.

Improvement in Word and Sentence Reading Skills

The progress in students' reading skills, especially in fluently reading words and sentences, demonstrates the effectiveness of big book media as a literacy tool. The notable improvement in three students, who advanced from decoding syllables to recognizing words automatically, indicates a significant step in developing reading fluency. This transition is critical because fluent word recognition reduces the cognitive load required for decoding, allowing students to focus more on comprehension, which is a key goal in reading instruction (Earle & Sayeski, 2017; Gilakjani & Sabouri, 2016). Fluent readers are able to understand texts more effectively since they do not need to spend as much mental effort on identifying individual words (Hemphill & Tivnan, 2008). However, the progress was not uniform. Two students continued to struggle with decoding, requiring syllable-by-syllable pronunciation. This suggests the need for additional, targeted interventions to help these students achieve fluency. Reading difficulties, especially with complex phoneme combinations such as consonant clusters like "ng" and "ny," present common challenges in literacy development. These clusters can be harder to pronounce and recognize, which complicates the decoding process.

The implementation of visual aids, such as associating images with words (e.g., "burung" for "bird" or "nyamuk" for "mosquito"), proved helpful in overcoming these obstacles. By connecting visual elements to corresponding words, students were better able to distinguish and pronounce difficult sounds. This strategy aligns with multisensory learning approaches, which engage multiple senses to reinforce phonological development. The use of visual aids made the learning experience more concrete and accessible, especially for students who struggle with abstract phonemic concepts (Sarudin et al., 2019; Stevens et al., 2021; Ilham, 2023). Overall, the findings underscore the importance of incorporating multisensory techniques in literacy instruction, particularly for young

readers or those encountering difficulties. By using big book media in combination with visual supports and phonics-based methods, educators can more effectively address diverse learning needs and support students' gradual progression toward reading fluency.

Progress in sentence reading was also observed among three students, who were able to read sentences more fluently as their word reading skills improved. This connection highlights how word-level fluency contributes to better sentence comprehension since fluent word recognition reduces cognitive load, allowing students to focus on the meaning of the sentence. While some students made noticeable gains, others still needed more practice with sentence-level reading strategies to achieve similar progress (Paige et al., 2014; van-Viersen et al., 2022). The findings suggest that while big book media can effectively enhance reading skills, additional instructional strategies are needed to support all students. Differentiated instruction, focusing on phonics and blending for those still decoding syllables, along with sentence comprehension activities for more advanced readers, can help address individual learning needs (Bishop et al., 2016; Nation, 2019). Incorporating multisensory learning techniques and regularly monitoring progress will also be essential in ensuring that each student can improve their reading fluency and comprehension.

Challenges and Strategies for Students Struggling with Reading

The five students who struggled with reading had difficulty moving from recognizing individual letters to fluently reading entire words. Their reading process involved slowly spelling out each syllable, indicating that they were still developing foundational decoding skills and had not yet reached the level of automatic word recognition (Schwanenflugel et al., 2006; Müller et al., 2015; Srivastava et al., 2022). This syllable-by-syllable reading style suggested a lack of well-developed phonological awareness and blending skills, which are essential for connecting sounds smoothly and quickly to form words. When students cannot efficiently blend phonemes into words, they expend a considerable amount of cognitive energy on decoding each syllable. This cognitive load reduces the mental resources available for understanding the meaning of the text, which is vital for reading comprehension.

As a result, these students may experience feelings of frustration and a lack of confidence in their reading abilities, leading to decreased motivation to engage in reading activities. The cognitive effort required for decoding can overshadow the enjoyment and purpose of reading, as the process becomes labor-intensive rather than fluid and meaningful (Milankov et al., 2021; Genelza, 2022). Without effective interventions to strengthen phonological awareness and improve automaticity in word recognition, these students risk falling further behind their peers in literacy development. Addressing this issue requires targeted instructional strategies that focus on enhancing phonological skills, such as activities that emphasize sound blending, segmentation, and word recognition. By gradually building these skills, students can develop the ability to read words more automatically, freeing up cognitive resources for comprehension and increasing their motivation to read.

To address these challenges, a differentiated instructional approach focusing on phonics, word recognition, and blending skills is essential. Teachers should create a supportive learning environment that encourages practice without pressure, allowing students to build confidence gradually. Exposure to high-frequency words is also crucial, as these commonly used words appear frequently in texts. Familiarizing students with these words helps bridge the gap between decoding and fluent reading, enabling them to recognize words by sight and gradually tackle more complex texts. Several strategies can support these students in overcoming their reading difficulties (Alsharhan & Ramsay, 2019; Beaumont, 2020). Using big book media with simplified content allows students to practice reading in a less intimidating context, while focusing on high-frequency words can improve recognition and speed. Breaking down words into syllables, providing guided reading sessions with immediate feedback, and using repetitive texts help reinforce word recognition. Additionally, phonics-based activities and games can enhance phonological awareness in an engaging way, making the learning process more interactive and enjoyable (Phillips et al., 2008; Ehri, 2023).

To help students progress beyond syllable reading to fluent word and sentence recognition, structured learning with a gradual increase in vocabulary complexity is necessary. Multisensory techniques, such as tracing letters or using phonics games, can make learning more effective and reinforce memory. Consistent progress monitoring through formative assessments allows teachers to adjust instruction based on each student's development, ensuring that the approach remains adaptive and responsive. Implementing these strategies can help students achieve fluency and experience a richer, more meaningful reading journey.

The Role of Big Book Media and Teacher Support in Enhancing Reading Skills

The text elaborates on the significance of using big book media as a tool to enhance students' reading experiences and improve literacy skills. Big books play an essential role in structuring reading activities, as they provide a step-by-step approach where students start as listeners and gradually progress towards reading independently (Colville-Hall, S., & O'Connor, 2006; Andriana et al., 2017). This gradual transition helps scaffold their learning, allowing them to build confidence and improve their reading abilities over time. By following a structured approach, big books can facilitate better engagement during reading lessons, making the learning process more enjoyable and effective for young learners. An important aspect of using big books is their alignment with thematic learning materials (Kiromi & Fauziah, 2016). When the content of a big book corresponds to the themes or subjects that students are currently studying, it helps create a more integrated and meaningful learning experience (Hadian et al., 2018). This connection allows students to see how reading activities relate to other areas of their education, reinforcing their understanding and retention of the material. As a result, big books can serve as a bridge that links literacy development with other subjects, providing a more holistic approach to learning.

The practical benefits of big books are also highlighted, as they can be created with minimal resources. Schools and teachers can make big books using basic materials such as recycled paper, which makes them an accessible and cost-effective option, especially in settings with limited resources (Novitasar & Nurfiqih, 2021; Haleem et al., 2022). However, this practicality comes with a potential downside: if the materials used to create big books are too simplistic or lack engaging elements, they may not capture the students' interest or provide a high-quality learning experience. Therefore, while big books are easy to make, attention should still be given to their design and content to ensure they are appealing and educationally valuable (Palis & Quiros, 2014; Elo et al., 2014). Teacher support is emphasized as a critical factor, especially for students who are just beginning to learn how to read. At this stage, students often need guidance and encouragement to develop their reading skills effectively (Shayan et al., 2022; Chasanah & Ningsih, 2023). Teachers can enhance the learning experience by creating additional big books that cater to different reading levels. For instance, some big books might focus on basic words or syllables, allowing teachers to adjust the difficulty level according to individual students' needs. This differentiation helps ensure that all students, regardless of their reading abilities, can benefit from the use of big books (Mahayanti & Asrina, 2017).

Moreover, having an adequate supply of big books available for all students is crucial to the success of this approach. When each student has access to their own big book or a sufficient number of big books are shared among the class, it allows for more uninterrupted reading time and reduces the likelihood of disruptions during lessons (Bota, 2017; Elfariani et al., 2023). This abundance can lead to a more efficient learning environment where students can practice their reading skills more frequently and with greater focus. However, there are challenges associated with producing and maintaining an ample supply of big books, especially in schools with tight budgets. While the cost of materials may be low, the time and effort required to produce a variety of big books tailored to different reading levels can still be significant (Tse & Nicholson, 2014; Fatriani & Samadhy, 2018; Hakim et al., 2022). Teachers may face limitations in terms of the resources or time available for creating new big books, which could impact the overall effectiveness of this approach. Consequently, careful planning and strategic resource management are necessary to ensure that the benefits of big books are fully realized across different educational contexts.

In conclusion, big books offer a promising avenue for enhancing reading instruction and literacy development. Their ability to structure reading activities, connect with thematic learning, and accommodate various reading levels makes them a versatile tool for teachers. However, maximizing their impact requires attention to the quality of the materials, sufficient teacher support, and the availability of resources to produce enough big books for all students. When these factors are addressed, big books can significantly contribute to a more engaging and effective learning experience.

CONCLUSIONS

Big book Media can greatly assist Grade 1 students in helping students ' initial reading skills. In other words, The Learning media big book media is considered worthy of being used as one of the media to assist teachers in learning to read the beginning of the Indonesian language subjects low grade to improve the quality of learning to achieve the desired learning goals. After the research described above, this is evidenced by an increase in the reading ability of students who initially could not read words and sentences and an increase of 3 students who, in the end, can read words and sentences more smoothly. This happens because the teaching and learning process is enjoyable and active, so there is interaction between students and teachers by following what the teacher reads, reading together, and practicing reading individually in groups. Using the Big Book media makes students curious about learning the lesson rather than the previous reading media provided without color and standard size.

The use of Big Book media has both theoretical and practical implications for early literacy development. Theoretically, it supports constructivist and social learning theories by promoting active engagement and social interaction, enhancing memory retention through the combination of visual and verbal information, and facilitating differentiated instruction. Practically, the findings suggest that incorporating interactive and visually appealing materials like Big Books can make learning more enjoyable and effective for young students, particularly in early literacy. This approach calls for integrating diverse learning media into the curriculum and equipping teachers with the skills to utilize and create Big Books to support individualized learning paths and foster interactive reading experiences.

For future research, it is recommended to explore various types of media that can enhance students' reading skills. Investigating the use of engaging and interactive learning media may reveal approaches that not only facilitate reading comprehension but also motivate students to become more enthusiastic and diligent in their studies. Further research could focus on identifying specific characteristics of effective reading media, such as visual appeal, interactivity, or adaptability to different learning levels, to determine how these factors contribute to improved literacy outcomes. Additionally, studies could examine the impact of combining different media formats on student engagement and reading development to provide a more comprehensive understanding of best practices in early literacy education.

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