



Jati Denok: Big Book Media as an Effort to Improve Poetry Reading Skills of Second Grade Students in Elementary School

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ARTICLE INFO

Article history:

Received January 29, 2024

Accepted June 29, 2024

Available Online July 25, 2024

Kata Kunci:

Pengembangan Media, Big Book, Membaca Puisi

Keywords:

Media Development, Big Book, Reading Poetry



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ABSTRAK

Tingkat keterampilan membaca yang masih rendah menjadi salah satu permasalahan mendasar yang terjadi di sekolah dasar. Hal ini ditunjukkan dengan rendahnya keterampilan membaca permulaan. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa Big Book "Jati Denok". Metode penelitian yang digunakan adalah R&D (Research and Development) dengan desain Borg dan Gall. Subjek penelitian yaitu ahli materi, ahli media dan ahli bahasa. Subjek uji coba yaitu adalah 21 siswa dan guru. Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, dokumentasi, angket, dan tes. Instrumen penelitian adalah angket. Teknik analisis data yaitu analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian ini menunjukkan uji kelayakan terhadap ahli media diperoleh kriteria sangat layak dengan nilai rata-rata sebesar 94,4%. Hasil validasi oleh ahli materi memperoleh kriteria sangat layak dengan nilai rata-rata sebesar 93,75%. Hasil validasi oleh ahli bahasa sama dengan hasil validasi ahli materi memperoleh kriteria layak dengan nilai rata-rata sebesar 93,75%. Adapun hasil angket respons siswa pada uji coba memperoleh nilai sebesar 100% (sangat baik). Hasil angket respons guru pada uji coba memperoleh nilai sebesar 100% (sangat baik). Selain itu, hasil analisis menunjukkan peningkatan keterampilan membaca puisi siswa. Dapat disimpulkan bahwa, inovasi media berupa Big Book "Jati Denok" dinyatakan layak dan dapat meningkatkan keterampilan membaca puisi pada siswa kelas II sekolah dasar.

ABSTRACT

The low level of reading skills is one of the fundamental problems that occurs in elementary schools. Low initial reading skills indicate this. This research aims to develop learning media in the form of the Big Book "Jati Denok". The research method used is R&D (Research and Development) with the Borg and Gall design. The research subjects are material experts, media experts and language experts. The test subjects were 21 students and teachers. Data collection methods include observation, interviews, documentation, questionnaires, and tests. The main instrument is a questionnaire. Analyzed using both qualitative and quantitative descriptive techniques. The study results show that media experts rated the feasibility test as very feasible, with an average score of 94.4%. Material experts' validation results rated the content as very feasible, with an average score of 93.75%. The results of validation by language experts were the same as those of material experts, obtaining appropriate criteria with an average value of 93.75%. The student and teacher response questionnaires in the trial both scored 100% (very good). In addition, the analysis results show an increase in students' poetry reading skills. It can be concluded that the media innovation in the form of the Big Book "Jati Denok" is declared feasible and can improve poetry reading skills in grade II elementary school students.

1. INTRODUCTION

Education is a learning process that is obtained by every human being (student) to be able to make that human being (student) understand, comprehend, and be more mature and be able to make humans (students) more critical in thinking (Rahman et al., 2022; Sulistyarini et al., 2019; Chang & Lund, 2018). Through education, individuals can develop their potential holistically, including critical thinking skills, so that they are able to make a positive contribution to society. Education is usually carried out through direct interaction between teachers and students, in the context of a learning environment that aims not only to

improve thinking skills, but also to develop various life skills (Maharani, 2023; Kartika et al., 2020; Unaenah & Rahmah, 2019). One of the skills in learning is reading. Reading is an important thing in the learning process, and one of the lessons taught in the Indonesian language subject (Gae et al., 2021; Sultan & Nur, 2020; Nani & Hendriana, 2019; Marwati & Basri, 2018; Nisa & Supriyanto, 2016). Language is one of the important things in communicating with others. Indonesian is a subject that is never separated from language skills such as listening, reading, writing, and speaking (Alviolita & Huda, 2019; Syelviana & Sri, 2019). In this case, the language and reading is one of the most important aspects in a child's social life (Suparlan, 2021; Nisa & Supriyanto, 2016). Reading skills have a very strategic role for students in learning. Reading is one of the four basic language skills, and is a part or component of written communication (Habibah & Muftianti, 2020; Harianto, 2020). Reading is one of the skills taught in language. Reading is the gateway to knowledge (Ghazali et al., 2022; Sari et al., 2021). In the learning process, the main task carried out by the teacher is to provide an understanding to students. Reading skills have become a necessity and a fun thing for students (Alviolita & Huda, 2019; Mahsun & Koiriyah, 2019).

In line with this, the ability to read has an important role in human life because reading is an activity to gain knowledge and at the same time open the human mind (Sari et al., 2021; Artini et al., 2019). Reading skills are an important need for students in this information age, allowing them to access and understand various sources of knowledge. In addition, reading skills also provide a pleasant experience, opening the door to a world of imagination and vast knowledge (Habibah & Muftianti, 2020; Harianto, 2020; Apriliana & Berlianti, 2018). However, the current problem is that there are still many students who have low reading skills. This is proven by previous findings which state that students have low reading skills because students do not have an interest in reading (Gae et al., 2021; Putri et al., 2019; Rachmawaty, 2017). Previous research findings also revealed that low reading skills in students are due to students not being accustomed to reading and the lack of interesting learning sources or media for students (Hardanti et al., 2022; Rekysika & Haryanto, 2019; Syahrowardi & Permana, 2016). This was also found in one elementary school. Based on the results of observations conducted in class II of SDN 3 Mendenrejo, Blora Regency, several problems were identified, namely the level of reading skills that were still low, the delivery of material that was considered less interesting. This caused students to pay less attention to learning. In addition, other problems were that learning media had not been used and school facilities did not provide learning with Liquid Crystal Display (LCD). This indicates that learning has not been varied using technology. Based on the identification of Indonesian language learning, it was found that the poetry reading skills of class II-B students were still lacking with a percentage of completion of 33.33% of the total number of students and an average value of 63.3 was obtained. If presented, an average value of 63.3% was obtained which is still below the Learning Objective Achievement Criteria (KKTP) which was set at 70%. Students still have difficulty in reading poetry correctly according to the assessment, namely reading children's poetry texts about nature and the environment in Indonesian with the right pronunciation, intonation, and expression as a form of self-expression. In addition, the media for learning reading skills has not been utilized.

Based on these problems, the solution offered is to use innovative learning media that attract students' interest in reading. Learning media is one of the factors that plays an important role in the learning and teaching process (Wulandari et al., 2023; Rahman et al., 2021; Nadori & Hoyi, 2020). Learning media is one of the factors that plays an important role in increasing the effectiveness of the teaching and learning process. (Wulandari et al., 2023; Rudini & Saputra, 2022; Nadori & Hoyi, 2020; Rahman et al., 2021; Paramita et al., 2018). One of the learning media that can be used to improve students' poetry reading skills is Big Book Media based on local wisdom. Big book media refers to a media format that emphasizes its large physical size, usually in the form of a book or publication with dimensions larger than the standard size, designed to provide a deeper reading experience and emphasize greater visualization.

Big book media is a media in the form of a book and is accompanied by interesting illustrations and is quite large in size (Artini et al., 2019; Purnamasari & Wuryandani, 2019; Andriana et al., 2017). The media is interesting and fun so that children will be motivated and increase their interest in learning (Hafidh et al., 2023; Antariani et al., 2021). Usagemedia in learning also needs to be considered, especially it must be adjusted to the material to be taught. The selection of learning media in addition to being adjusted to the material must also pay attention to the child's developmental stage as expressed by Piaget (Wandini et al., 2020; Halimatussa'diyah & Fahrudin, 2017).

The selection of big books is considered to be the right media for improve reading skills. Big books contain simple sentences and pictures that illustrate the contents of the sentences. Big book media has large and standard writings for early grades, so students find it much easier to recognize the alphabet, letters, and words (Artini et al., 2019; Mahsun & Koiriyah, 2019; Purnamasari & Wuryandani, 2019; Andriana et al., 2017). In this study, the big book media developed integrates local wisdom of Blora Regency in a unique and interesting way to read. This creates a fun reading experience, where students can enjoy reading activities in a fun way presented through the big book media.

This local wisdom-based big book media is named Big Book “*Jati Denok*,” and is equipped with poetry works as an effort to improve students' poetry reading skills. The creativity contained in the big book will encourage students to be interested in reading it. This shows that the Big Book “*Jati Denok*” learning media is very effective to use, especially in training students to be able to develop reading skills, especially in language learning such as reading poetry.

Several previous studies have revealed that the application of big book media can significantly improve students' reading abilities (Durrrotunnisa & Nur, 2020; Mahsun & Koiriyah, 2019; Setiyaningsih & Syamsudin, 2019). Other research also reveals that big book media can make it easier for students to learn so that it can improve student learning outcomes (Hartati et al., 2022; Fitriani et al., 2019; Firdana & Trimurtini, 2018). Based on several research results, it can be said that big book media can significantly improve the ability to recognize letters and read lower grade students. It's just that in previous research there has been no study that specifically discusses the application of big book media as a solution to improve the ability to read poetry of grade II Elementary School students.

The urgency of this research is the fact that reading skills in elementary schools are still low. Therefore, this study aims to develop learning media in the form of the Big Book “*Jati Denok*”. This research focuses on the study to determine the effect of big book media on poetry reading skills in grade II elementary school students. The results of this study are expected to improve students' literacy skills, make learning more fun, and interesting. In addition, the innovation of this big book learning media is expected to increase the enthusiasm of elementary school students in the learning process.

2. METHOD

This type of research is development research. The research design used in this research is the research and development model (research & development). The development model used to develop the Big Book media product “*Jati Denok*” is the Borg and Gall model. The research and development steps that have been adjusted to the research are (a) Potential and problems, (b) Information collection, (c) Product design, (d) Design validation, (e) Design revision, (f) Product trial.

The study was conducted at SDN 3 Mendenrejo, Blora Regency, Central Java Province. This study chose SDN 3 Mendenrejo as the research location because this school has implemented the Merdeka Curriculum, which integrates literacy and numeracy, with the focus of this study on literacy. The students involved in this study were 21 people. The subjects of this study were media experts and language experts. The trial subjects in this study were small-scale trials and large-scale trials. The small-scale trial involved six second-grade students at SDN 3 Mendenrejo who were selected using a purposive sampling technique, while the large-scale trial was conducted on 21 second-grade students at the same school.

The methods used to collect data are observation, interviews, documentation, questionnaires, and tests. Observations are carried out during learning with observable aspects being student behavior in participating in learning, such as student activity, student ability to answer assignments attentively, especially when reading, and reading. The interview method is aimed at the principal and teachers who can provide information about the data that will be needed to improve reading skills. The research documents used are in the form of books, research journals, and evidence of research activities carried out. The questionnaire method is used to measure the validity of the Big Book “*Jati Denok*” media product which is assessed by experts, teachers, and students. Meanwhile, the test method is used to determine the effectiveness of using the Big Book “*Jati Denok*” media product on the poetry reading skills of grade II elementary school students.

Instruments used in the research This is a questionnaire as a tool to obtain data on the feasibility of the Big Book media product “*Jati Denok*”. There are three types of questionnaires used in this study. namely media expert validation questionnaire, material expert validation questionnaire combined with language expert validation questionnaire, teacher response questionnaire, and student response questionnaire. The questionnaire grid used in this study can be presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. The Media Expert Instrument Grid

Aspect	Indicator
Simplicity	Compact media form Simple media display
Emphasis	The number of words per page is no more than 40 words Media concept is easy to understand
Integration	The elements in the media are interrelated and united as a whole. Ease of use of big book media in learning Convenience of

Aspect	Indicator
Ease of use of the media	use of big book media in learning
Convenience of use of the media	Clarity of instructions for use of big book media
Instructions for use	Accuracy of image selection
Pictures and letters	Accuracy of font selection
	Accuracy of font size
	selection Accuracy of font color selection
Color composition	Accuracy of background selection
Size and layout	Suitability of color composition
Overall view	The size of the big book takes into account student readability. The big book media display is easy to understand. Attractive big book media display design

Table 2.The Material and Language Expert Instrument Grid

Aspect	Indicator
Media big book apply Independent Curriculum	The content of the material in the big book is in accordance with the learning achievements. The content of the material in the big book is in accordance with the learning indicators. The content of the material in the big book is in accordance with the learning objectives. The material about poetry is packaged with local wisdom from Blora Regency.
Appropriateness of media to student maturity and ability	Contains interesting images to focus students' attention. Grows motivation to learn about nature and the environment. Makes it easier for students to learn about children's poems on the theme of nature and the environment. Contents of teaching resources on poetry material according to class II S age
Accuracy media with objective learning	Supporting the achievement of learning objectives Achievement of learning objectives is carried out through direct reading practice.
Accuracy media with poetry reading learning	Big book Equipped with poetry Motivating students to read Making it easier for students to read Overcoming difficulties in reading poetry
The material presented is authentic and up to date	Poetry material has been covered in the big book The appearance of big book media can cover the attention of the whole class.
Using good and correct Indonesian	Use of words according to EYD Edition V Communicative use of language Use of standard language that is easy for students to understand text presented is clear, concise and informative.

Table 3.The Teacher Response Questionnaire Grid

Aspect	Indicator
Material in big book media	The material is in accordance with the indicators developed from learning achievements.
Contents in big book media	The content of the material is related to poetry The material in the big book media is based on local wisdom in accordance with learning objectives. Presentation of poetry reading skills material can arouse students' interest. The material in the big book media based on local wisdom is easy for second grade elementary school students to understand.
The language used in big book media	The illustrations contained in the big book media are based on local wisdom according to the level of student development.
Ease of use of big book media	The language used is simple sentences that are easy to understand. Ease of use of local wisdom-based big book media in learning activities

Aspect	Indicator
The accuracy of big book media in learning	Big book media based on local wisdom can support the smooth learning of reading poetry Media can encourage students to be more courageous in reading in front of the class.

Table 4.The Student Response Questionnaire Grid

Aspect	Indicator
Material in big book media	The poetry material in the big book is in accordance with the theme of nature and the environment. The material in the big book media is based on local wisdom and increases insight.
Language in big book media	The language used in explaining the material is easy to understand. Stories and poems in big books based on local wisdom are easy to understand.
Contents in big book media	Students can summarize the contents of big books based on local wisdom. Students become better at reading poetry in front of the class. Big book media based on local wisdom is interesting. Learning activities using local wisdom-based big book media are fun The type and size of the letters are clearly legible from the seat. Big book media based on local wisdom is easy to use.

The techniques used to analyze the data are qualitative descriptive analysis and quantitative descriptive analysis. Qualitative descriptive analysis is used to analyze the input given by experts, teachers, and students regarding the Big Book Media “*Jati Denok*”. Quantitative descriptive analysis is used to analyze the scores given by experts, teachers, and students regarding the Big Book Media “*Jati Denok*”. In addition, quantitative analysis is used to analyze the pre-test and post-test scores after the implementation of the Big Book Media “*Jati Denok*”. This is done to determine the effectiveness of the implementation of the Big Book Media “*Jati Denok*”.

3. RESULT AND DISCUSSION

Result

This study aims to develop the Big Book Media “*Jati Denok*”. The research and development steps that have been adjusted to the research are (a) Potential and problems, (b) Information collection, (c) Product design, (d) Design validation, (e) Design revision, (f) Product trial. The results of each step are presented as follows. The first step, potential and problems. Problem analysis begins with conducting curriculum analysis, material analysis, and needs analysis. In the curriculum analysis, it was found that SDN 3 Mendenrejo uses the Merdeka Curriculum for class II by identifying learning achievements which are then described into a flow of learning objectives and indicators of achievement of learning objectives.

In the analysis of the material, it was found that the material used was poetry reading material contained in the Merdeka Curriculum. The learning outcomes for this material are that students are able to behave as readers and viewers who show interest in the texts read or watched. Students are able to read words they recognize every day fluently. Students are able to understand information from readings and shows watched about themselves and the environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from texts read or shows watched with the help of illustrations, where what needs to be underlined is reading children's poetry about nature and the environment, indicators for assessing poetry reading based on pronunciation, intonation, and appropriate expression as a form of self-expression.

In the needs analysis, information was obtained through interviews and teacher questionnaires which showed that SDN 3 Mendenrejo had not utilized special learning media. The teaching and learning process only relied on student books as the only source of learning in the classroom. In fact, the role of learning media is very crucial in the learning process, because it can make learning more effective, interesting, and enjoyable. Learning media is needed so that students can understand the material better.

The Step two, data collection. Data collection aims to find media that can be used as a solution to the problems that have been found from the needs analysis that has been carried out. The data and information are then processed according to the needs analysis that has been obtained, namely creating learning media based on local wisdom using a big book. The choice of a big book based on local wisdom was made because at the potential and problem stage it was found that the material was related to reading

poetry about nature and the environment. The development of this big book media is a creative alternative in learning. After the data collection stage, the planning stage was carried out, namely the creation of a research instrument grid that became a guideline for learning evaluation. The criteria for this media research became a guideline in creating research instruments, validation sheets and product trials.

The third step, product design. The first thing to do in product development design is to determine the idea in making a big book media based on local wisdom that is made simple. Development begins by determining the research instrument in the form of a teaching module. Then the script is in the form of a design accompanied by interesting text and images. The product development design stage is in the form of product design and product specifications. The product design produces the Big Book "*Jati Denok*". In the development of this big book media, the name "*Jati Denok*" was given. The name is taken from one of the natural resources in Blora Regency, which is famous for its teak trees, so this area is known as the City of Teak Trees.

The fourth step, product validation. Validation of the designed product was carried out by two teams of experts with the aim of identifying the advantages and disadvantages of the product. The team of experts consisted of two lecturers as media experts and material experts, the material experts also acted as language experts. Testing the validity of the developed product was carried out by giving questionnaires to the validity test experts consisting of learning media experts and material experts related to the product being developed. The results of the validity of media development can be presented on Table 5.

Table 5. The Percentage Table of Validity Results of Big Book Media Development "*Jati Denok*"

No	Validators	Feedback and Suggestions
1	Media Expert	94.4%
2	Material and Language Expert	93.75%

Based on the table above, the validation results from media experts show a percentage of 94.4%, which is stated as very valid for use. Meanwhile, the validation results from material and language experts obtained a percentage of 93.75%, which is also stated as very valid for use. Based on the product validation test that has been carried out on the expert team, the average value of the overall product is 94.75% with the category of "very feasible". It can be concluded that the Big Book "*Jati Denok*" learning media that has been developed meets the valid criteria for testing. Before that, the product will be revised based on input and suggestions from the validation expert team.

The Fifth step, Product revision. Revisions were made by adjusting the input and suggestions received by researchers from expert teams related to the shortcomings and weaknesses of the Big Book "*Jati Denok*" learning media. Input and suggestions from the validation expert teams, namely, media experts suggested adding instructions for using the media, adjusting the position/location of the characters according to the contents of the text. Material and language experts recommended that sentence writing be carefully considered and dialogue writing be adjusted. Based on input and suggestions from the media and material expert teams, the final product of the Big Book "*Jati Denok*" media can be presented at Figure 1.



Figure 1. Results of the Development of the Big Book "*Jati Denok*"

The Step six, product trial on grade II students of SDN 3 Mendenrejo. The trial was conducted directly at SDN 3 Mendenrejo. The trial technique on the Big Book "*Jati Denok*" media and the assessment of teacher and student responses were conducted directly. In the product trial, small and large scales were applied. First, the product trial was on grade II-A of SDN 3 Mendenrejo with 6 students. The results of the data analysis showed a final value of 100% so that it was categorized as very good. The results of the teacher's response to the Big Book "*Jati Denok*" media in improving students' poetry reading skills showed a final value of 100%, which was included in the "very good" category. This shows the use of the Big Book "*Jati Denok*" media get positive response. After this small scale, product revisions were made related to deficiencies or product input according to the trials that had been conducted.

The seventh stage, product revision from the results of the Big Book “*Jati Denok*” product trial. Based on the trial data, there was no product revision. The eighth stage, the results of the Big Book “*Jati Denok*” product trial obtained a significant difference between the average values of the pretest and posttest results which showed an increase with the category of “very high”, based on the data from the usage test results, an average value of 91.28 was obtained if presented, an average value of 91.28% was obtained with the category of “very good”. The usage test was carried out on 21 students of class II-B SDN 3 Mendenrejo. Based on the usage trial, an increase in the results of the product trial was obtained. From the results of the product trial, data was obtained on the results of student responses to the Big Book “*Jati Denok*” media towards improving students’ poetry reading skills. The final value was obtained of 100% which when interpreted had reached the category of “very good” and the usage trial obtained a result of 91.28% with the category of “very good”.

The results of the data analysis of the application of the Big Book “*Jati Denok*” media showed an increase, meaning that the development of the Big Book “*Jati Denok*” can be used as an effort to improve the poetry reading skills of grade II elementary school students. It can be concluded that the Big Book “*Jati Denok*” media can improve the poetry reading skills of grade II elementary school students. The learning results of the poetry reading skills domain pre-test and post-test small group and large group trials can be presented in [Table 6](#).

Table 6. Learning Outcomes of Poetry Reading Skills Domain Pretest and Post-Test Small Group and Large Group Trials

Test Subject	Action	Average	The highest score	Lowest Value	Amount Student Completed	Learning Completion
Group Small	Pre-test	66.67	70	60	3	50%
	Post-Test	95.67	100	90	6	100%
Group Big	Pre-test	64.28	75	60	8	38%
	Post-Test	91.28	98	70	21	100%

Discussion

The results of the data analysis show that the Big Book media “*Jati Denok*” received very good qualifications from experts, teachers, and students. Therefore, the Big Book media “*Jati Denok*” is suitable for use in learning. There are several reasons why the big book media is suitable for use. First, the Big Book media “*Jati Denok*” can improve students’ poetry reading skills. Learning using the big book media makes it easier for students to understand reading materials ([Maharani, 2023](#); [Firdana & Trimurtini, 2018](#)). Previous research findings also stated that the use of media in learning can improve students’ skills ([Wardono & Kurniawati, 2022](#); [Azmi & R, 2020](#); [Cahyani et al., 2019](#)).

The results obtained in this study are in line with the results of previous studies which also revealed that the application of big book media can improve students’ initial reading skills ([Ritonga & Fathiyah, 2023](#); [Ulfa et al., 2023](#)). Other research results also reveal that the reading method using big book media is able to improve reading skills ([Ghazali et al., 2022](#); [Mahsun & Koiriyah, 2019](#)). Other studies also state that the application of big books can improve early reading skills. Based on the results of previous research and analysis, it can be said that big book media can significantly improve the ability to recognize letters and read lower grade students, especially in poetry reading skills. In this study, the Big Book “*Jati Denok*” was proven to be able to improve the poetry reading skills of grade II elementary school students.

The second reason why the Big Book “*Jati Denok*” is suitable for use in learning is because this media is able to increase students’ enthusiasm for learning. The Big Book “*Jati Denok*” is classified as an interesting learning media, so students feel happy when using it. In addition, this media can also motivate students, make students active, and enthusiastic about participating in learning ([Aisah & Rini, 2022](#); [Hartati et al., 2022](#); [Artini et al., 2019](#)). This is in line with the usefulness of learning media in the teaching and learning process, namely that it can build enthusiasm and interest in new students, generate encouragement, motivation, stimulus, and stimulation of learning activities, and even have a psychological impact ([Ayunda & Fitria, 2022](#); [Ayurachmawati et al., 2022](#); [Kurniawan & Soenarto, 2022](#); [Oktafiani et al., 2020](#)).

Through the use of effective learning media, students can feel an increase in enthusiasm for learning and interest in new learning materials ([Wulandari & Anugraheni, 2021](#); [Wulandari et al., 2020](#)). In addition, the psychological impacts resulting from good learning media can help students overcome learning challenges with more confidence in the teaching and learning process.

The third reason why the Big Book “*Jati Denok*” is suitable for use in learning is because this media is able to create a fun learning atmosphere. Big book media can create a fun learning atmosphere because it has several advantages. The large size of the book allows images and illustrations to be displayed clearly and large, thus attracting students’ attention ([Maharani, 2023](#); [Firdana & Trimurtini, 2018](#)). Big book media

can be used interactively, such as by asking students to point to pictures or follow along with stories that are read, so that it can increase student participation in learning (Wandini et al., 2020; Setiyaningsih & Syamsudin, 2019).

Big book media can help create a more relaxed and enjoyable atmosphere in the classroom, because students can feel more involved and entertained in learning (Maharani, 2023; Mahsun & Koiriyah, 2019; Firdana & Trimurtini, 2018). In addition, they also feel happy, interested, and motivated so that learning is not boring. This creates a comfortable and enjoyable learning atmosphere for students. The use of this big book learning media is also supported by the teacher's ability to communicate. As a teacher, educators are required to be able to communicate democratically and use open-ended questions and be able to use creative media in the learning process. Creative media in learning certainly has an impact on a pleasant learning environment (Ritonga & Fathiyah, 2023; Antariani et al., 2021).

Previous findings also revealed that the use of big book media is very helpful in learning (Ulfa et al., 2023; Firdana & Trimurtini, 2018). Other research also reveals that students' poetry reading skills will improve if learning activities are designed to be fun (Sobakhah & Afakhrul, 2019; Indriyani & Kelana, 2021). Therefore, big book media has been proven to help students in learning and improving poetry reading skills. Big book media makes it easier for children to read or literacy, is able to attract, motivate, and increase children's enthusiasm (Sari & Zulminiati, 2021; Setiyaningsih & Syamsudin, 2019).

The use of interesting media is very necessary for students to help learning to be more effective, because students are more focused on listening to learning. Another advantage is that the big book media developed is A3 in size. The selection of this size is expected to be able to reach a large number of students so that all students can see the writing and pictures in the big book (Firdana & Trimurtini, 2018; Darmata in Hadian et al., 2018). Previous research revealed that, big book usually used in early grades (Aisah & Rini, 2022; Sulaiman, 2017).

Big book This is very suitable for the characteristics of lower grade students. Its large size makes it easier for them to learn to read with clearer letters than ordinary books. In addition, big books are equipped with attractive pictures and colors, so they are effective in attracting students' attention during learning. Another factor, big books are one of the media that have been tested to have high effectiveness in improving students' reading skills (Ritonga & Fathiyah, 2023; Ghazali et al., 2022).

The innovation of the big book media "*Jati Denok*" has implications for improving students' literacy skills, making learning more fun and interesting. This can increase students' enthusiasm in learning. In addition, big books can be a solution to students' problems in early reading; its large size and contents equipped with attractive pictures and colors keep students enthusiastic and not easily bored during learning. The limitation of this study is that it was only implemented in one school, so the results may not fully represent the wider population. Further research can determine a wider research location to produce more optimal research results.

4. CONCLUSION

Based on the results of the data analysis that has been done, the development of the Big Book media "*Jati Denok*" was obtained as an effort to improve poetry reading skills for grade II elementary school. The results of validation and trial use at SDN 3 Mendenrejo, Blora Regency, showed the results of material and language validation with the category "very feasible" and the results of the test use with the category "very good." The results of the data analysis also showed an increase in poetry reading skills for grade II elementary school after using the Big Book media "*Jati Denok*". It can be concluded that the innovation of the Big Book media "*Jati Denok*" can improve poetry reading skills for grade II elementary school. The Big Book media "*Jati Denok*" can also facilitate students in understanding the contents of the text more quickly and effectively.

5. REFERENCES

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