

## Implementation of the Modeling Reading Method Assisted by Big Book Media to Improve Early Reading Skills of Second-Grade Elementary School

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**ABSTRACT:** This study aimed to implement and evaluate the effectiveness of the modeling reading method supported by Big Book media in improving the early reading skills of second-grade students during the second semester of the 2025/2026 academic year in the Indonesian Language subject, Theme 7: Affection. One of the contributing factors was the limited use of instructional media, which mainly relied on standard textbooks and less varied reading methods. The participants of this classroom action research were second-grade students of Pakel 01 State Elementary School, Gucialit District, Lumajang Regency. The findings showed that the implementation of the modeling reading method assisted by Big Book media significantly improved students' early reading skills, as evidenced by classroom observations and test results in each cycle. During the pre-cycle, out of 13 students, 3 demonstrated excellent reading fluency, 7 showed good reading fluency, and 3 required additional guidance. In Cycle I, 5 students demonstrated excellent reading fluency, 6 showed good reading fluency, and 2 still required guidance. In Cycle II, 6 students demonstrated excellent reading fluency, 6 showed good reading fluency, and only 1 student required guidance. The test results also indicated continuous improvement. The average score increased from 71 in the pre-cycle, with 9 students requiring guidance, to 75 in Cycle I, with 7 students requiring guidance, and finally reached 83 in Cycle II, with only 4 students requiring guidance. Based on these findings, it can be concluded that the implementation of the modeling reading method supported by Big Book media effectively improved the early reading skills of second-grade students during the second semester of the 2025/2026 academic year at Pakel 01 State Elementary School.

**KEYWORDS:** Modeling Reading method, Big Book, Early Reading, Elementary School

### INTRODUCTION

Early reading skills in second-grade elementary school students represent a critical stage in literacy development. At this stage, students do not merely recognize letters and words, but also begin to comprehend the meaning of simple texts. This ability serves as a foundational cornerstone for academic success in subsequent grades.

Based on preliminary observations in the second grade of Pakel 01 State Elementary School, Gucialit District, Lumajang Regency, several issues were identified that highlight the urgency of conducting this study. Specifically, there are still students categorized as "requiring guidance" in the aspect of reading fluency. The students' average score in the needs guidance category. Furthermore, teachers tend to rely on textbooks as the primary learning medium, and the availability of Big Books has not been optimally utilized. Given that second-grade elementary students inherently require concrete examples in the teaching and learning process, the implementation of the modeling reading method is highly suitable, particularly in reading instruction aimed at understanding textual meaning.

These issues underscore the necessity for corrective action through Classroom Action Research (CAR). It is expected that through at least two cycles using the modeling reading method assisted by Big Book media, the early reading skills of the second-grade students at Pakel 01 State Elementary School, Gucialit District, Lumajang Regency, will improve significantly.

### MATERIALS AND METHODS

The research design employed in this study is Classroom Action Research (CAR). The research is planned to be conducted in two cycles. Each cycle, starting with Cycle I, consists of four stages: planning, action, observation, and reflection. Cycle II and subsequent cycles (if required) will also carry out the same four stages. This study is conducted during the 2025/2026



academic year at Pakel 01 State Elementary School, Lumajang Regency. The subjects of this research are second-grade elementary school students. Data collection instruments include questionnaires, interviews, learning achievement tests, and documentation. The data analysis technique used in this classroom action research is qualitative analysis. Qualitative analysis is performed to observe student activities during the teaching and learning process through the implementation of the modeling reading method assisted by Big Book media in the second-grade classroom.

## RESULTS

During the implementation of Cycle I, observation results regarding teacher activities indicated that the teacher's performance was good. The analysis of the Cycle I final test revealed that out of 13 students, 2 were in the "excellent" category, 4 were in the "good" category, and 7 fell into the "needs guidance" category, with an overall average score of 75. From these data, it can be stated that 46% of the students scored above the average, while 54% remained below the average in the "needs guidance" category.

During the implementation of Cycle II, observation results again indicated that the teacher's performance was good. The analysis of the Cycle II final test showed that out of the 13 students, 4 achieved the "excellent" category, 5 were in the "good" category, and 4 were in the "needs guidance" category, with an increased average score of 83. These data demonstrate that 69% of the students scored above the average, leaving only 31% below the average in the "needs guidance" category.

## DISCUSSION

Peer observations indicated that classroom activities generally proceeded orderly, despite minor disruptions from a few uncooperative students during group work, individual reading, and worksheet sessions.

Test results showed continuous improvement across cycles. In Cycle I, out of 13 students, 2 were categorized as excellent, 4 as good, and 7 required guidance, with a 75 average score. Following reflection and adjustments, Cycle II results rose to 4 excellent, 5 good, and 4 requiring guidance, with an 83 average score. This demonstrates that the modeling reading method assisted by Big Book media significantly improved student learning outcomes.

Teacher interviews corroborated these findings, revealing that the engaging visuals and stories in the Big Books made students more active. Furthermore, students showed enhanced skills in comprehending textual meaning and correlating illustrations with sentences. Triangulating the observations, tests, and interviews confirms that the implementation of the modeling reading method assisted by Big Book media successfully improves students' early reading skills.

## CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the implementation of the modeling reading method assisted by Big Book media was highly successful, as evidenced by the positive increase in both student questionnaire responses and activity observations. Furthermore, the implementation of the modeling reading method assisted by Big Book media is proven to improve the early reading skills of second-grade students, as demonstrated by the observations of reading proficiency and the test results in each cycle. The students' reading skills exhibited continuous improvement.

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