#### **CHAPTER 1**

#### **INTRODUCTION**

#### A. Background of the Study

In teaching English, Reading skill receives special focus in many second or foreign languages teaching situation. According to Richard, Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes.<sup>1</sup> Then Patel and Jane add that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.<sup>2</sup> So that reading is certainly an important activity for expanding knowledge of a language. Hence, the students are expected to understand the content of reading text by reading comprehension skill.

Reading comprehension is the thinking process used to make meaning of what a person reads.<sup>3</sup> It goes to show that making meaning from text needs process. Comprehension is a complex process that demands much from the reader. The National Reading Panel defines comprehension as the intentional thinking during which meaning is constructed between the reader and text.<sup>4</sup> It

<sup>1</sup>C.C. Block, L.B. Gambrell and M Pressley, *Improving Reading Comprehension Instruction: Rethinking Research, Theory, and Classroom Practice* (San Francisco: Jossey Bass, 2002),71. <sup>2</sup>Patel and Jain, *English Language Teaching: Methods, Tools, and Technique* (New York: Sunrise Publisher and Distribution, 2008),52.

<sup>&</sup>lt;sup>3</sup>C.C. Block, op. cit. p.72.

<sup>&</sup>lt;sup>4</sup>National Reading Panel, 'Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction', *Department of Health and Human Services, National Institute of Child Health and Human Development,NIH Pub. No. 00-4754.*, 2000.

implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

Noticed in "Teaching Reading Comprehension Skill", Vicky Zygouris-Coe give some effective strategies to enhance reading comprehension. Visualizing is the one of those effective strategies. Visualizing involves students making mental images of the text they read (e.g., processes, events).<sup>5</sup> Creating images that relate to the setting, characters, or plot of a narrative text, or a concept or process in expository text, can help students better recall what they have read. It's supported by Cain's statement about visualizing as one of some effective strategies to enhance reading comprehension.<sup>6</sup>

Talking about visualizing as one of some effective strategies to enhance reading comprehension, an English teacher of MA Ma'arif 8 Ihyaul Ulum Lamongan uses narrative Bigbook to teach reading comprehension in classroom. Big-Book is a book which has a big size as well as the font.<sup>7</sup> Due to the size which is different from ordinary books, Big-Book can be seen easily from all part of the class. Besides, it has also colorful series pictures inside to help students became more understand about the content of the story or even stimulate students' imagination.<sup>8</sup> Lynch found that Big-Book creates secure and relaxed atmosphere in the classroom and attracts students' attention in

<sup>&</sup>lt;sup>5</sup> Vicky Zygouris-Coe, 'Teaching Reading Comprehension Skills', *National Association of Elementary School Principals*, 2009.p.1

<sup>&</sup>lt;sup>6</sup>K, Cain. 'Reading Comprehension: Nature, Assessment and Teaching' (Economic & Social Research Council).

<sup>&</sup>lt;sup>7</sup>K.K.E Suyanto, *English for Young Learners*. (Jakarta: Bumi Aksara, 2007),21. <sup>8</sup>Ibid.

teaching and learning process.<sup>9</sup> Narrative big book is really helpful for teaching and learning process. As the teacher said, that using narrative big book could attract students' interest in reading activity in the class.<sup>10</sup>

This research conducted at Tenth grade students in MA Ma'arif 8 Ihyaul Ulum Lamongan. Taking this school as focus of this research is based on preliminary research.<sup>11</sup> In 2014, the English score of National Examination in this school included in low score average. Then in 2015, this school score average was increased. The teacher, with his creativity in applying narrative big book, attracts his students who think that English is very difficult lesson. For the students, they feel difficult in learning English because they rarely face it in their daily life. They only get English from school and it looks so intern and strange.

There are seven researches which deal with big book. A research finds that big book and narrative scaffold can help students to achieve ability in writing narrative text.<sup>12</sup> Other five researches focus on using bigbook to improve students' reading skill, especially for students in primary school.<sup>13</sup>They find that big book is really effective to improve students' ability

<sup>&</sup>lt;sup>9</sup>P Lynch, Using Big Books and Predictable Books. A Guide for Using Big- Books in the Classroom <a href="http://www.scholastic.ca/bigbooks/AGuidetoUsingBigBooksintheClassroom.pdf">http://www.scholastic.ca/bigbooks/AGuidetoUsingBigBooksintheClassroom.pdf</a> [accessed 20 February 2016].

<sup>&</sup>lt;sup>10</sup>Preliminary research conducted in February-March 2016 in MA Ma'arif 8 Lamongan. <sup>11</sup>Ibid.

<sup>&</sup>lt;sup>12</sup>Ika Fitriani and Bambang Yudi, 'The Effectiveness Of Implementing Big-Book And Narrative-Scaffold On The Students' Achievement In Writing Narrative Texts', *State University of Malang*. <sup>13</sup>Anita Sari Kumala and Wahyu Pujiyono, 'Aplikasi Big Book Berbasis Multimedia Dengan Metode Story Telling Untuk Meningkatkan Minat Baca Anak', *Simposium Nasional Teknologi Terapan*, 2 (2014); Aizan Yaacob and Annamaria Pinter, 'Exploring the Effectiveness of Using Big Books in Teaching Primary English in Malaysian Classrooms', *MJLI*, 5 (2008), 1–20; Zainab, 'Meningkatkan Kemampuan Membaca Cerita Berbahasa Indonesia Melalui Buku Cerita

in reading. The last one, Susan and Barbara in their research find that by using big book, foreign language teacher candidates developed effective skills in teaching reading that include the development and use of a big book and the thematic unit that accompanied it.<sup>14</sup>

However, this research has different focus from those previous researches. This research takes Senior High School students as the subject in teaching-learning process of reading comprehension using narrative big book as researcher knows that this study hasn't been assessed. Then, while those five previous studies about improving reading skill for students of primary school, this research describes how the way to implement narrative big book in teaching reading comprehension in upper level students who live in rural area and seldom meet English in their daily life.

Knowing those reasons above, it is important to describe how the way teacher uses a narrative big book and students' response at MA Ma'arif 8 Lamongan after using narrative big book in learning reading comprehension process. Principally, this study will drive some benefits for both current and upcoming teachers at this school to improve their teaching strategies. It also gives benefit to other teachers who teach in rural school which has less

Bergambar Big-Book Di Kelas I MI Al-Islamiyah Kauman Bangil' (unpublished Unpublished Undergraduate Thesis, State University of Malang, 2010); N Rachmadani, 'Peningkatan Keterampilan Bercerita Pada Siswa Kelas III Menggunakan Media Big Book Di SDN Jatimulyo I Malang' (unpublished Unpublished Undergraduate Thesis, State University of Malang, 2011); R.D. Aprilianti, 'Peningkatan Keterampilan Membaca Bahasa Inggris Melalui Media Big Book Di Kelas IV SDN Sidowarek II Kecamatan Ngoro Kabupaten Jombang' (Unpublished Undergraduate Thesis, State University of Malang, 2009).

<sup>&</sup>lt;sup>14</sup>Susan Colville-Hall and Barbara O'connor, 'Using Big Books: A Standards-Based Instructional Approach for Foreign Language Teacher Candidates in a PreK–12 Program', *Foreign Language Annals*, 39.3 (2006), 487–506.

learning media and apply narrative big book to make their students more interesting and active in learning and teaching activity and also for increasing student's understanding, because those are the reason why big book is implemented in this senior high school. Hence, the researcher conducts this study to describe the implementation narrative big book in teaching reading comprehension and to know students' response at the tenth grade students of MA Ma'arif 8IhyaulUlumManyarSekaranLamongan.

## **B.** Statement of the Problem

In this study, the researcher addresses specific problem dealing with narrative Bigbook in teaching reading comprehension as follow:

- What are the procedures of implementing Narrative Big book in teaching reading comprehension at the tenth grade of MA Ma'arif 8 IHYAUL ULUM Manyar Sekaran Lamongan?
- 2. What are the students' responses to the implementation of Narrative Bigbook in teaching reading comprehension at the tenth grade of MA Ma'arif 8 IHYAUL ULUM Manyar Sekaran Lamongan?

#### C. Objectives of the Study

This study conducted by the researcher has certain objective as follow:

 To investigate the procedure of using Narrative Bigbook in teaching reading comprehension at tenth grade of MA Ma'arif 8 IHYAUL ULUM ManyarSekaranLamongan.  To know students' response after their teacher implements Narrative Bigbook in teaching reading comprehension at tenth grade of MA Ma'arif 8 IHYAUL ULUM Manyar Sekaran Lamongan.

## **D.** Significances of the Study

By conducting this study, the researcher hopes it can give the big contribution as the practical implication of the study to the teachers, readers and other researchers as follows:

## 1. Teachers

The result of this research significantly serves other teachers generally and English teacher specially to have strategies in improving some techniques in teaching English, such as teaching reading comprehension using big book. Moreover for teachers who teach in rural school which has less learning media. Then this research can give information to other English teachers that Big book can be used to teach reading for upper grade, for example Junior high school and Senior high school, because Big book is popularly used for teaching in primary school. Then they can apply narrative big book to make their students more interesting and active in learning and teaching activities.

### 2. Readers

This result of this study will give some information about narrative big book used by teacher in teaching reading comprehension for readers. The readers include parents, students and other readers in general. For parents, they can absorb some knowledge about this teaching media, then they can imitate and apply it for their children. And for students, they can take benefit from it. They can apply narrative big book for learning reading comprehension independently. Then for general readers, this is kind of new information for them about teaching-learning media.

### **3. Further Researches**

Indeed, the researcher also hopes that the result of this study is useful as the reference for other researchers to conduct the further research dealing with using narrative big book to teach reading comprehension.

# E. Scope and Limitation of the Study

This study confines itself to the implementation of narrative big book in teaching reading comprehension. This research did not observe the whole dimension of teaching reading comprehension, but it's only the process using narrative big book in teaching reading comprehension. The process here means the procedure of teaching-learning reading comprehension using narrative big book. After doing observation in teaching-learning process, students' response of implementing this media will be found. In essence, the focus of this study is on investigating the way the teacher implement narrative big book and students' response on senior high school students' level.

### F. Definition of Key Terms

In light of perspective of readers are different, the researcher lists the definition of important terms used in this study as an attempt to avoid misinterpreting among readers toward the concept of this study.

In this early discussion, the researcher finds out the term that should be recognized first by the readers,

## 1. Big book.

Suyanto stated that Big-Book is a book which has a big size as well as the font.<sup>15</sup> Due to the size which is different from ordinary books, Big-Book can be seen easily from all part of the class. Besides, it has also colorful series pictures inside to help students became more understand about the content of the story or even stimulate students' imagination.<sup>16</sup> Reflecting on the Suyanto's statement, big book in this research is defined as one of teaching-learning medias which can be used by teacher to attract students' interest and understand about the content of the story in learning reading comprehension in senior high school. This kind of colorful book and has big size which is different from ordinary books. Then, the content of this big book ia about narrative text in English. So that it can be named as Narrative big book. This narrative big book is as teaching-learning media of research's object teacher MA Ma'arif 8 used by at IhyaulUlumManyarSekaranLamongan.

 <sup>&</sup>lt;sup>15</sup>K.K.E Suyanto, *English for Young Learners*. (Jakarta: Bumi Aksara, 2007),21.
<sup>16</sup>Ibid.

### 2. Reading comprehension

Reading comprehension is the students' ability to understand the meaning, find the main idea or purpose and to catch information from the passage. Indeed, based on Block's theory, reading comprehension meant in this study is reading skill which has purpose to understand the content of the text and it must be achieved by students as their skill in learning reading as suggested by English teaching syllabus and it includes the object of this study that had been observed by researcher.

## 3. Response

Response is social reaction of students in commenting influence or stimulus in their selves from repetition situation by other people, like teacher repetition in learning process or social phenomenon around school.<sup>17</sup> In this case, the meaning of response is reaction and comment of MA Ma'arif 8 Ihyaul Ulum students toward the process of implementing narrative big book in teaching reading comprehension by the English teacher.

<sup>&</sup>lt;sup>17</sup> <sup>17</sup> Muslem, Asnawi.*Kemampuan Guru Dan Respon Siswa Terhadap Pelaksanaan Model Pembelajaran Konstruktivis Pada Pelajaran Bahasa Inggris Di Smp Negeri Banda Aceh. J-TEQIP*, 2,