CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with Big Book, Narrative text, Reading Comprehension and Students of MA Ma'arif 8 Lamongan.

1. Big book

Big-Book is a book which has a big size as well as the font. 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. Lynch found that Big-Book creates secure and relaxed atmosphere in the classroom and attracts students' attention in teaching and learning process. Narrative big book is really helpful for teaching and learning process. As the teacher said, that using narrative big book can attract students' interest in reading activity in the

¹K.K.E Suyanto, English for Young Learners. (Jakarta: Bumi Aksara, 2007),21.

²Ibid.

³P Lynch, *Using Big Books and Predictable Books. A Guide for Using Big- Books in the Classroom* http://www.scholastic.ca/bigbooks/AGuidetoUsingBigBooksintheClassroom.pdf [accessed 20 February 2016].

class. Even big book was introduced as book for early reading instruction, but it can be used in the classroom with modification.⁴

a. Big book Content

Big book is kind of manual media, but multimedia principles are integrated in making this media. In multimedia, the principals are implemented in presentation slides, and then in big book, the principals are implemented in every pages of big book. According to Mayer cited by Ervina, multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning. Basic principles used in big book are adopted from multimedia development.⁵ There are five basic principles integrated in big book. They are

(a) Coherence Principle

This principle does not use words, sound and graphic exaggeratedly. People learn better when extraneous material is excluded rather than included. 6 Coherence principle consists of three parts. They are

- (i) Learning will be better when irrelevant words and pictures are not included inside presentation media.
- (ii) Learning will be better when sounds or music are not included inside presentation media.

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⁴Nambiar, MohanaK.Big Book for Little Readers Works in ESL Classroom

Too.(Malaysia:EDRS,19991)p.1.

⁵Ervina, 'Pengembangan Media Big Book Untuk Pembelajaran Narrative Text Bahasa Inggris di SMP', J-TEOIP, 5(2) (2014), 380.

⁶ibid.p.381

(iii) Learning will be better when unneeded words and symbol are omitted from presentation media.

According to Ervina in her research, in every pages of big book consist of pictures which relevant with plot and also keyword.⁷ They help to increase learner's understanding.

(b) Signaling Principle

Big book also uses signaling principle. Mayer states that people learn better when cues that highlight the organization of the essential material are needed. This principle gives stressing on organizing only the important material. So in this big book, the plot of narrative text deals with generic structure or story text arrangement systematic, start from introducing actor and setting, conflict, falling action and closing.

(c) Redundancy

Big book also uses redundancy principle. Based on Mayer, people learn better from graphics and narration than from graphics, narration, and printed text. It means, redundancy principle is stressing on avoiding over information source, even from picture, sound and also written. When there are many information sources in a media, it will disturb students' focus. So that the picture relevant with story and keyword appropriated in big book will help students to be more focus.

(d) Spatial Contiguity

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⁷Ervina, 'Pengembangan Media Big Book UntukPembelajaran Narrative Text BahasaInggris di SMP', J-TEQIP, 5(2) (2014), p.381.

⁸Ibid.

⁹Ibid.p.382.

According to Mayer, spatial contiguity principle is student learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen. ¹⁰ The meaning is placing keyword or important and relevant words close to graphic or picture. So, it helps student to remember the words.

(e) Temporal Contiguity

In this principle, Mayer states that students learn better when corresponding words and pictures are presented simultaneously rather than successively. ¹¹Picture, keyword, difficult and new word which relevant each other are place in a slide or page. So student will comprehend the story easily.

b. Big book implementation

Then, how the way to implement big book is? Based on Strickland and Slaughter cited by Nambiar, patterned and predictable language is a key feature of most big books. The predictability of the language and the plot makes them easy for children to understand. ¹² The events repeat themselves and so does the pattern of language. With the aid of the illustrations and repeated readings, children, aware of the meaning of the

¹⁰Ervina, 'Pengembangan Media Big Book UntukPembelajaran Narrative Text BahasaInggris di SMP', J-TEQIP, 5(2) (2014), 382.

¹²Nambiar, MohanaK.Big Book for Little Readers Works in ESL ClassroomToo.(Malaysia:EDRS,19991),6.

whole story, will anticipate certain words and eventually read along with the teacher. 13

Based on Ervina in her research, developing big book, the way to implement big book is start with organize student's seat arrangement. Teacher shows the book to attract student's attention and ask them to pay attention to the story thoroughly. Then teacher tells the story while open every pages of big book and uses stick as pointer to help student more focus on picture in big book. Besides that, it's better if teacher presents the story slowly, so student can understand easily. Then teacher presents the story using strong expression, appropriate gestures and attractive voice. ¹⁴

Strickland cited by Nambiar that many activities in big book which promote reading and meet curriculum objectives.¹⁵ Here are the strategies that can be used to implement big book.

1. Activating prior knowledge

Before the actual reading the teacher can ask the children what they think the story is going to be about by engaging in a discussion of the title and the illustration on the cover page. The children by using clues from the text and their background knowledge are encouraged to make inferences and formulate predictions, a strategy that all proficient readers indulge in.

¹³Ibid.

¹⁴Ervina, 'Pengembangan Media Big Book Untuk Pembelajaran Narrative Text Bahasa Inggris di SMP', *J-TEQIP*, 5(2) (2014), 385.

¹⁵Nambiar, MohanaK.Big Book for Little Readers Works in ESL Classroom Too.(Malaysia:EDRS,19991)p.6.

2. Modeling the thinking process

Strickland suggests that the teacher occasionally use the first reading to demonstrate how readers think when they read a text. As the teacher reads the story enthusiastically, the teacher thinks aloud about her own understanding. The teacher models self-queries such as, "I wonder if this story is going to be about...", "This is a little confusing but I will keep on reading to find out more"," This is a new word. Could it mean ...?" or " If I were ..., I wouldn't do it because..." The students as they observe the teacher soon realize that reading involves bringing together what they already know with what they actually see in print, in order to construct their own meaning. This is particularly significant for the less proficient readers, many of whom think that reading is limited to accurate decoding.

3. Tracking print

As the teacher reads aloud, she follows the text with her hand or a pointer. This ensures that the children can see exactly what the teacher is reading and they learn to associate sound to the printed symbol. In this manner, left-to-right progression and top-to-bottom concepts of print are being demonstrated within a meaningful context. In the same vein, the teacher can introduceterms of book language such as 'word', 'sentence', 'page', 'author' and 'title' in naturally occurring contexts, e.g. "I like this word because it reminds me of...".

4. Encouraging skills of prediction

As the teacher reads aloud, she can pause at suitable junctures to allow students to predict the words or phrases that should follow. The children will carry out the task easily and with pleasure because they have heard the words being repeatedly read and also because of the rhyming structures. Similarly at strategic points teachers can stop and ask children to predict what will happen next in the story. Besides the sense of fun and active involvement that is encouraged, children are also being trained to use the story line to anticipate and predict.

5. Language activities

Besides echo reading, choral reading or assisted reading, a host of language-based activities are feasible with the Big Book. It is true that as a result of repeated readings, students will be able to recognize words in context.

6. Other activities

Each student be provided with a different photocopied illustration from the Big Book and asked to write/tell what is happening in his picture. The class can together arrange the pictures in the order in which they occurred in the story. This activity enhances the sequencing and critical thinking skills of the students, not to mention the benefits of collaborative learning. Key ideas or student's favorite parts of the text can be discussed and linked to their own experiences; rhythm could be a natural follow-up. Finally, to encourage independent reading, the Big

Book or normal-sized copies of the same story or taped versions should be made available for individual student's use. 16

2. Narrative Big Book

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. 17 Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. From the definition above, the researcher can conclude that narrative story is a story tells us about something interesting that has purpose to amuse or entertain the readers. It is connected with several essential characteristics to a successful big book learning experience by Karges-Bone. They are short stories that immediately engage learners' interest, have a simple but interesting storyline and contain elements of humor. 18

Nambiar recommends texts for big books that are a rich source of activities to activate prior knowledge, model the thinking process, encourage predictive skills, and provide creative linguistic activities for all major curriculum objectives.¹⁹ Then Anderson states that shared reading atmosphere should be relaxed and mirror the family's reading experience

¹⁶Nambiar, MohanaK.Big Book for Little Readers Works in ESL Classroom

Too.(Malaysia:EDRS,19991)p.5-8. ¹⁷DepartemenPendidikandanKebudayaan. CBC Students Work Book Grade XIA. (Semarang. 2005)p.48

¹⁸ Karges-Bone, L.Bring on the big books (in the classroom). Reading Teacher, (Sidney:1992). 45(9), 743–744.

¹⁹ Loc.cit

at home, building on both the child's home and school experiences.²⁰ In this case narrative text is recommended for big book text.

We are using narrative when you tell a friend about something interesting that happen to you at work or at school, when we tell someone a joke. Anderson states that a good narrative uses word to paint a picture in our mind of:

- 1) what characters look like (their experience),
- 2) where the action is taking place (the setting),
- 3) how things are happening (the action).²¹

Then about generic structure of narrative text, Anderson states that the steps for constructing a narrative are:

1) Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2) Complication/rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3) Sequence of event/ Climax

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²⁰ Anderson, Mark. *Text Type in English 2*. (Australia: Mackmillan1997).p.60

²¹Ibid.p.58

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audients is given the narrator's point of view.

4) Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end''?)

5) Reorientation

It is an optional closure of event.²²

3. Reading Comprehension

For many students, reading is the act of saying word to their teacher and their friend by looking at the passage. They have not learned that reading is a division of the main idea between the author and them. Reading is a one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. Before the students would learn how to comprehend their reading, the teacher should give some definition what is reading comprehension and how they do to apply in learning process. Brassell and Rasinski state more that reading refers to the ability to comprehend or make meaning from written text. 24

²²Anderson, Mark. *Text Type in English 2*. (Australia: Mackmillan1997).p.61

²³Ibid.p.60

²⁴Danny, et all Brassell, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension* (Huntington Beach: Corrine Burton, 2008),98.

A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Comprehension, then, is at the heart of any conventional definition of reading. Pang states that comprehension is the process of deriving meaning from connected text. ²⁵ It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning.

Reading comprehension is the activity where the students actually understand what they read about. Snow states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. ²⁶ He uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

4. Student's Response

Susanto states that response is reaction. It means acceptance or rejection toward what communicator said in a message.²⁷ Response is divided to be opinion and attitude. Opinion is overt response towards verbal problem which delivered written or oral, then attitude is convert response. It is

²⁵Elizabeth S Pang and et all, *Educational Practices Series -12: Teaching Reading* (Geneva: International Bureau Educational, 2003).p.231

²⁶ Snow, Catherine E.Reading for Understanding: Toward Research and Development Program in Reading Comprehension. (Santa Monica: Rand.,2002)p.71

²⁷Mega, LailaWardhani. H:\Raira Megumi_

MeningkatkanKeterampilanMembacaPermulaanMelalui Media Big Book.html [accessed 20 Mei 2016]

emotional and personal which is tendency to give positive or negative reaction to other people, object or certain situation.

According to Harvey and Smith, cited by Asnawi, define that response is readiness type in determining positive or negative attitude toward object or situation.²⁸ This definition shows that there is response division, they are:

a) Positive Response

A response, reaction or attitude that show, receive, admit, agree, and perform prevailing norms where person is.

b) Negative Response

Negative response is a response, reaction, or attitude that show rejection or disagree toward prevailing norms where person is.

Louise Thurson, cited by Ervina, response is inclining and feeling, curious and prejudice, detailed pre-understanding, ideas, afraid, threat and certain about specific thing. From that statement, response can be revealed by:

- 1. Influence or rejection
- 2. Judge

3. Like or dislike

4. Positive or negative of an object

Muslem, Asnawi.Kemampuan Guru Dan ResponSiswaTerhadapPelaksanaan Model PembelajaranKonstruktivisPadaPelajaranBahasaInggris Di SmpNegeri Banda Aceh. J-TEQIP, 2, VI (2012), 178–183

Attitude change can represent how response of person or group towards specific thing, like environment change or other situation. The response can be positive, that is affect, tend and hope to an object. A person with a positive response can be seen from cognitive, affective and psychometric step. In reverse, a person with negative response, when the information or an object changes he got do not influence his attitude or even avoid and hate the specific object.

Then Ervina states in his research, students' response toward implementing big book is students' attitude change, acceptance or rejection, like or dislike, negative or positive, tend or avoid to big book implemented to them as object.²⁹

Asnawi also cited Sudirman's statement which said that relationship formatting among response and stimulus (among action and reaction) is learning activity.³⁰ When they are exercised perpetually, response will be close, habitual and automatic. There are some principles or law about stimulus and response, they are:

1) Law Effect (subjective influence)

Stimulus and response relationship will be close to when espoused by pleasant or satisfaction and it will be decrease and lost when espoused by unpleasant.

2) Law of Multiple Response

²⁹ Ervina, 'Pengembangan Media Big Book Untuk Pembelajaran Narrative Text BahasaInggris di SMP', J-TEQIP, 5(2) (2014), 382.

³⁰Ibid.p.*179*

In problematic situation, response will not be received positively in short time, so socialization is needed to be applied to make it received by receptor. This procedure is called by Trial and Error.

3) Law of Exercise (purpose law)

Stimulus and response relationship will be close to when it is often used and it will be decrease or lost when it is seldom or never used.

4) Law of Assimilation (fitting law)

A person can fit himself or give response based on previous situation.

Meanwhile, student is learner who is studying in primary school, junior high school and senior high school. According to Arikunto, student is whoever registered as educative object in an education institute. Student as a school citizen has the right and obligation. Student's rights are learning the lesson, participating school activity, using school facilities, getting guidance and many others. Besides having the right, students have obligation in the school. They are attending the on time, participating learning process, participating examination process and other activities determined by school and obeying the school rule

So, it can be assumed that student's response is social reaction of student 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. In this case, the meaning of response is

³¹Arikunto, Suharsimi. *ProsedurPenelitianSuatuPendekatanPraktik*(Yogyakarta:Rineka Cipta,2010)p.64.

student reaction and comment toward the process of implementing narrative big book in teaching reading comprehension.

B. Review of Previous Study

In this part, the researcher reviews the previous studies conducted by other researchers that have similar focus with this study. Reviewing on the previous works, this study begins by reflecting on the study that has similar focus on bigbook. It comes from AizanYaacob and Annamaria Pinter with their research tittle "Exploring the Effectiveness of Using Big Books in Teaching Primary English in Malaysian Classroom." The researcher finds that practice with Big Book changes the interaction patterns and learning opportunities. Students are actively involved and they contribute to the discussions and make spontaneous comments about the stories. Most importantly, the teacher's elicitation skill is essential in enhancing students' learning. This paper investigates the use of Big Books in primary English in Malaysia where English is taught as an official second language. It draws on transcript data from one teacher from one primary school to illustrate how students' active participation and interest in language learning emerged as the teacher introduced Big Books instead of the textbook.

Ika Fitriani and Bambang Yudi Cahyono from State University of Malang found that the students who are taught by using Big-Book and Narrative-Scaffold have better narrative writing than the students who are taught without

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³²Aizan Yaacob and Annamaria Pinter, 'Exploring the Effectiveness of Using Big Books in Teaching Primary English in Malaysian Classrooms', *MJLI*, 5 (2008), 1–20.

using Big-Book and Narrative-Scaffold in terms of content, organization, grammar, vocabulary, and mechanics. In other words, Big-Book and Narrative-Scaffold are effective to help students in writing narrative texts. The researchers did this study is to investigate whether or not the students who are taught by using Big-Book and Narrative-Scaffold have better achievement in writing narrative texts than the students who are taught without using Big-Book and Narrative-Scaffold in terms of content, organization, grammar, vocabulary, and mechanics. This study employed quasi-experimental with nonrandomized control group, pretest-posttest design. The researchers used writing test, scoring rubric, and questionnaire as the instruments.³³

Other past research comes from Susan Colville-Hall and Barbara O'Connor, with the title "Using Big Books: A Standards-Based Instructional Approach for Foreign Language Teacher Candidates in a PreK–12 Program". The result shows that the teaching experience with big books in the urban school helps teacher candidates build confidence and a sense of self efficacy for the student-teaching phase of their program. These candidates developed effective skills in teaching reading that include the development and use of a big book and the thematic unit that accompanied it. ³⁴ Ultimately, the research conducted by Susan Colville-Hall and Barbara O'Connor has quiet difference with this study. It concern on big book as a standard-based instructional approach. While this

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³³Ika 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*. ³⁴Susan 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.

study, focuses on descriptive study in teaching reading comprehension using narrative bigbook.

Reflecting on the other research, the researcher accordance to the research conducted by Ervina under the title "Pengembangan Media Big Book untuk Pembelajaran Narrative Text Bahasa Inggris di SMP" (Big book development for Narrative text Learning in Junior High School). The result shows that big book is admitted as more effective and efficient media for teaching-learning narrative text in Junior High School.³⁵ The differences compared to this recent study shows that the research conducted by Ervina specifically analyzes teaching-learning narrative text, while this study focuses hardly on teaching reading comprehension.

³⁵Ervina, 'Pengembangan Media Big Book Untuk Pembelajaran Narrative Text Bahasa Inggris Di SMP', J-TEQIP, 2, V (2014), 378–388.