CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher describes the data result in findings part. While in discussion, the researcher deduces the findings about the use of narrative big book in teaching reading comprehension at MA Ma'arif 8 Ihyaul Ulum Manyar Sekaran Lamongan.

A. Research Findings

The researcher has conducted the research on August 7th-8th, 2016 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of what the procedures and students' responses of using narrative big book in teaching reading comprehension. To show the result of this study conveniently, those findings are categorized based on the research questions of the study:

1. The Procedures of Implementing Narrative Big Book in Teaching Reading Comprehension

This is the result of observation and interview about the procedure of using narrative big book in teaching reading comprehension. The further information will be explained in discussion.

a. First Meeting

This is the observation session in this research. The writer became a nonparticipant observer and the teacher became the object who was observed. In this observation, the teacher prepared the material using narrative big book by the title "The Legend of Pineapple". The teacher prepared this material was for science and social class. So, even science or social class got the same topic and material. Here the procedures of each classes:

 The prosedure of implementing "Narrative big book" in Science class

The procedure was observed on Sunday, August 7th, 2016 at 8.30-10.00 am.

Table 4.1 The procedure of implementing Narrative big book in first meeting (Science class)

That incerting (Science				
Teaching Activities	Procedures			
	Teacher greeted the students			
	Tederici greeted the stadents			
	 The teacher gave brainstorming about 			
	story in past time.			
	story in pust time.			
	TTI di i 1 i 1 i 1 i 1 i 1 i 1 i 1 i 1 i 1			
	Then the teacher connected the story in			
Pre teaching				
	past time with narrative text.			
	1			
-	 Teacher asked to the students about what 			
	Teacher asked to the students about what			
	they had known about narrative text.			
	 Teacher showed the cover of big book. 			
	Tower and were the order of any coom.			
	. T. 1 14 4 4 1 1 1 1			
	 Teacher read the text in big book 			
	expressively			
Whilst teaching	•			
	Teacher asked the students which one			
	- reaction asked the students without one			
	the difficult vocabularies are.			
t	-			

	• Teacher explained about some verbs in				
	past time included regular and irregular				
	verb.				
	He explained it while he wrote some				
	verbs in the white board.				
	Teacher asks students to answer some				
	comprehending questions and write				
	down it on students' book.				
	Teacher asks students to write down				
	their answer on whiteboard to be				
	discussed together				
	• Teacher asked students to write the				
	material				
Post teaching	• Teacher gave chance to students to ask				
	some questions				
	Teacher gave feedback and closing.				

Science class students showed more attention and curious along teaching-learning process.

2. The prosedure of implementing "Narrative big book" in Social class

As the teacher permit, the procedure was observed on the same day at 12.30-2.00 pm

Table 4.2 The procedure of implementing Narrative big book in

first meeting (Social class)

Teaching Activities	Procedures			
	Teacher greeted the students			
	The teacher gave brainstorming about			
	story in past time.			
Pre teaching	Then the teacher connected the story in			
The teaching	past time with narrative text.			
	Teacher asked to the students about what			
	they had known about narrative text.			
	Teacher showed the cover of big book.			
	Teacher read the text in big book			
	expressively			
	Teacher asked the students which one			
	the difficult vocabularies are.			
	Teacher explained about some verbs in			
Whilst teaching	past time included regular and irregular			
	verb.			
	He explained it while he wrote some			
	verbs in the white board.			
	Teacher asks students to answer some			
	comprehending questions and write			
	down it on students' book.			

	Teacher asks students to write down				
	their answer on whiteboard to be				
	discussed together				
	Teacher asked students to write the				
	material				
Post teaching	• Teacher gave chance to students to ask				
	some questions				
	• Teacher gave feedback and closing.				

In social class, students responded with some comments, questions and joking. Then the teacher answered their questions while making a joke too. The teacher knew his students' character well.

b. Second Meeting

a) The procedure of implementing "Narrative big book" in Science class

The procedure was observed on Monday, August 8th, 2016 at 07.00-8.30 am.

Table 4.3 The procedure of implementing Narrative big book in second meeting (Science class)

Teaching Activities	Procedures				
Pre teaching	 Greeting Teacher did repetition to remind students about previous material. 				

	Teacher explained generic structure of
	"The Legend of Pineapple".
	Teacher divided the students to be five
	groups
	Students practice to identify the generic
Whilst teaching	structure of narrative texts prepare by the
Willist teaching	teacher in group.
	Teacher came to every group to check
	their discussion result about generic
	structure.
	• Students present their discussion result
	in their places.
	Teacher gave feedback about students'
	presentation
Post teaching	Teacher gave opportunity to the students
	to ask some questions
	Greeting and closing

b) The procedure of implementing "Narratie big book" in Social class

The procedure was observed on Monday, August 8th, 2016 at
10.30-12.00 am.

Table 4.4 The procedure of implementing Narrative big book in second meeting (Social class)

Teaching Activities	Procedures				
	Greeting				
	Teacher did repetition to remind students				
Due to achine	about previous material.				
Pre teaching	He attracted the students with some				
	questions and read the narrative big book				
	more.				
	Teacher explained generic structure of				
	"The Legend of Pineapple".				
	Teacher divided the students to be five				
	groups				
	Students practice to identify the generic				
Whilst teaching	structure of narrative texts prepare by the				
, mist teaching	teacher in group.				
	Teacher came to every group to check				
	their discussion result about generic				
	structure.				
	• Students present their discussion result				
	in their places.				
	Teacher gave feedback about students'				
Post teaching	presentation while asked them to take a				
	note.				

- Teacher gave opportunity to the students to ask some questions
- Greeting and closing

The difference between first and second observation are the teacher gave full attention in social class. She observed the groups in several times. It was because the students of social class were over-active. They were so noisy. That was why the teacher gave more attention to this class as compared to science class. Though science and social class was provided with the same material, but they had different class situation. In science class the students were active too, but they were so calm and did the discussion very well. So, the teacher only observed each group once in a while because he knew that every member of discussion in each group was participated.

c. Interview Session

Interview session was done by the researcher with English teacher. He only wanted to be interviewed in the last meeting. Even the observation was done four times in science and social class. In interview session, teacher answered some questions from the researcher. It was about confirming what the researcher got while doing classroom observation.

1) Giving brainstorming to connect students' focus on material

Teacher asked the students to give more attention to him, so he can deliver some material connected to the subject easily. Then the teacher tried to tell a story happened in the pas time authentically. Then, he connected with narrative text.

2) Inviting the student to think about the material

Then the teacher read the narrative text on the big book for the first time to demonstrate the text expressively. He uses some engagement questions and statements which connected with the story.

- 3) Other media usage to support using big book
 - To support using big book, teacher usually uses a long ruler when he can not find stick. Other substitution thing is using his hand to point big book.
- 4) The way teacher invite the students to predict the next plot, word, phrase or sentences

In delivering the story using big book, the teacher gives a chance for students to predict what the next plot and story. Teacher said that even the answers are not completely right, it is better. It shows that the students give attention to the material. Sometimes the teacher decreases this step because the students can not answer anyway.

5) Using certain technique in teaching readingtext in this book

To make them attend their attention, teacher reads the text loudly but step by step. This is kind of reading technique to teach students which typically not able to understand the fast English reading.

6) Applying other activities to support teaching process using "Narratie big book"

Teacher said that this big book was inspired from big book which generally used for student in primary school in learning reading and understanding some vocabularies. If the teacher only used this book as the pupils used this book, so the objective of the study would not be achieved. In this book, not only the story text he stuck on this book, but also the generic structure of narrative text and some comprehensive questions. After he read the text and explained generic structure, the following opportunity was for the students to answer the available questions. (*See appendix 2*)

2. Students' Responses to the Implementation of Narrative Big Book in Teaching Reading Comprehension

In term of investigating what students' responses after their teacher used narrative big book in teaching reading comprehension in their class, the researcher needs data of students' responses. Based on classroom observation, the researcher tabulated the data of students' responses which were obtained from questionnaires based on categories.

Table 4.5 Questions and Categories

No	Questions	Categories		
1	The media used can emerge motivation to join learning process			
2	The media used can emerge deep reaction to know	Student's motivation		
3	Learning process becomes more fun using this media.			
4	The plot is delivered clearer			
5	The pictures on media seen clearer and relevant with the story	Media display		
6	The pictures on media are looked so attractive and fun			
7	The media helps student to comprehend narrative text	Increasing understanding		
8	The vocabularies written on big book pages are relevant with the pictures. Content of big be			
9	The vocabularies are placed on appropriate area			
10	The media can be used easily and practicability.	Media practicability		

a. The questionnaire result of Science class

1) Students response toward Student's motivation

 Table 4.6 Students response toward Student's motivation

Response Aspect	Very like (%)	Like (%)	Less like (%)	Dislike (%)
The media used can	72	28	0	0
emerge motivation to				
join learning process				
The media used can	68	32	0	0
emerge deep reaction to				
know				
Learning process	80	20	0	0
becomes more fun using				
this media.				
Mean	73	27	0	0

Based on the table displayed, it can be described that big book brings positive influence toward students' motivation. It proves from the first up to third question which represents student's motivation. The answer "very like" and "like" are high. They are 73% and 27%.

2) Students response toward Media display

Table 4.7 Students response toward Media display

Doggongo Agnost	Very	Like	Less like	Dislike
Response Aspect	like (%)	(%)	(%)	(%)
The plot is delivered	60	40	0	0
clearer				
The pictures on media	52	48	0	0
seen clearer and relevant				
with the story				
The pictures on media	56	44	0	0
are looked so attractive				
and fun				
Mean	56	44	0	0

Besides that, question number 4-6 which connected to media display, the students' answer percentages show that big book used by the teacher helps students in understanding the story. It can be seen from answer percentage that all students answer "very like" and "like". They are 56% and 44%.

3) Students response toward Increasing understanding

Table 4.8 Students response toward increasing understanding

Response Aspect	Very	Like	Less like	Dislike
	like (%)	(%)	(%)	(%)
The media helps student to comprehend narrative text	84	16	0	0

In Science class, increasing understanding aspect got 84% in "very like" and 16% in "like" choice. It proves that narrative big book with attractive pictures helps student in increasing their understanding about the text.

4) Students response toward Content of big book

Table 4.9 Students response toward content of big book

Response Aspect	Very like (%)	Like (%)	Less like	Dislike (%)
				` /
The vocabularies written on big book pages are relevant with the pictures.	80	20	0	0
The vocabularies are placed on appropriate area		64	12	8
Mean	48	42	6	4

About content of big book is represented by both questions above. In question number 8, 80% students answer "very like". It is higher than the answer of question number 9. It is only 16%. But in answer "like" is in reverse. The answer of question number 9 is higher than number 8. While there are 12% students choose "less like" and "dislike" in 8%. It shows that the content of big book (vocabularies and sentences) can help students to remember the content of narrative text.

5) Students response toward Media practicability

Table 4.10 Students response toward content of big book

Response Aspect	Very like (%)	Like (%)	Less like (%)	Dislike (%)
The media can be used easily and practicability.	76	16	8	0

The last question is about media practicability. It shows that this media can be used easily. In science class, 76% students very like with that statement which representing students' tend. While 16% students choose to answer "like" and only 8% student answer "less like" with that statement. The students admit that this media is easy to be used in teaching. It is because big book do not need some tools and other electronic media in applying.

- b. The questionnaire result of Social class
 - a) Students response toward Students motivation

Table 4.11 Students response toward students' motivation

Pagnanga Agnast	Very	Like	Less like	Dislike
Response Aspect	like (%)	(%)	(%)	(%)
The media used can	68	32	0	0
emerge motivation to				
join learning process				
The media used can	72	28	0	0
emerge deep reaction to				
know				
Learning process	84	16	0	0
becomes more fun using				
this media.				
Mean	75	25	0	0

Based on the table displayed on appendices, it can be described that big book brings positive influence toward students'

motivation. It proves from the first up to third question which represents student's motivation. The answer "very like" and "like" are high in both science class and social class.

b) Students response toward Media display

Table 4.12 Students response toward media display

Desmana Associ	Very	Like	Less like	Dislike
Response Aspect	like (%)	(%)	(%)	(%)
The plot is delivered	60	40	0	0
clearer				
The pictures on media	84	16	0	0
seen clearer and relevant				
with the story				
The pictures on media	80	20	0	0
are looked so attractive				
and fun				
Mean	75	25	0	0

Besides that, question number 4-6 which connected to media display, the students' answer percentages show that big book used by the teacher helps students in understanding the story. It can be seen from answer percentage that all students answer "very like" and "like". They are 75% and 25% high.

c) Students response toward Increasing understanding

Table 4.13 Students response toward increasing understanding

Response Aspect	Very like (%)	Like (%)	Less like (%)	Dislike (%)
The media helps student to comprehend narrative text	80	20	0	0

In Social class, increasing understanding aspect got 80% in "very like" and 20% in "like" choice. It is different with students' response toward increasing understanding in Science class but it proves that narrative big book with attractive pictures helps student in increasing their understanding about the text.

d) Students response toward Content of big book

Table 4.14 Students response toward content of big book

Response Aspect	Very like	Like (%)	Less like (%)	Dislike (%)
The vocabularies written on big book pages are relevant with the pictures.	60	40	0	0
The vocabularies are placed on appropriate area	32	64	4	0
Mean	46	52	2	0

About content of big book is represented by both questions above. In question number 8, 60% students answer "very like". It is higher than the answer of question number 9. It is only 32%. But in answer "like" is in reverse. The answer of question number 9 is higher than number 8. While there are only 4% students choose "less like". It shows that the content of big book (vocabularies and sentences) can help students to remember the content of narrative text.

e) Students response toward Media practicability

Table 4.15 Students response toward media practicability

Response Aspect	Very like (%)	Like (%)	Less like (%)	Dislike (%)
The media can be used easily and practicability.	72	20	8	0

The last question is about media practicability. It shows that this media can be used easily. In social class, 72% students very like with that statement which representing students' tend. While 20% students choose to answer "like" and only 8% student answer "less like" with that statement. The students admit that this media is easy to be used in teaching. It is because big book do not need some tools and other electronic media in applying.

Then, the researcher displayed those data of students' responses using percentage to make the readers easily interpret the data in chart below:

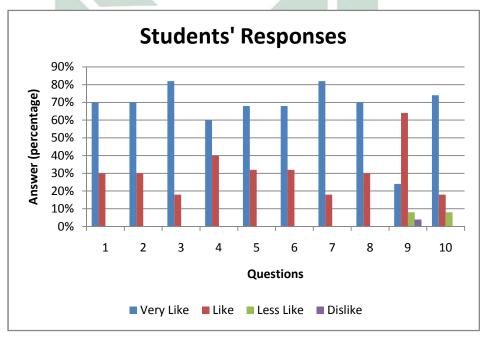


Chart 4.1 Student Responses

These data were obtained from totally 50 students of the tenth grade MA Ma'arif 8 Ihyaul ulum Manyar. There were 25 students of science class and 25 students of social class. The writer combined the questionnaire result from science and social class and changed it become percentage.

For the answer available on the questionnaire, the researcher used Likert scale. There are four answers. The first is "very like". Respondent can choose it when the statements are happen in their selves and what they faced during teaching-learning process strongly. Second is "like". It is placed under "very like". The following answer is "less like". It can be chosen when respondents did not face what statements said. Then when respondents did not face like what statements said, they can choose "dislike".

B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. The Procedures of Implementing Narrative Big Book in Teaching Reading Comprehension

Teaching reading comprehension using big book is quiet interesting. Book with good visualizing involves students making mental images of the text they read. As the writer explains in the background,

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. Narrative big book used by teacher to teach reading comprehension in this school contains many pictures relate to the setting, characters and plot of narrative text "Pineapple". It can build students' understanding about the story.

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. Narrative big book used by the teacher, manually he made by cutting and sticking on. He adapted the story from text book, printed out and drew the pictures. There are words and pictures in every page which can attract students' motivation to read the book. It connects to Mayer's statement cited by Ervina that multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning.²

It is uncommon using narrative big book to teach senior high school. Big book is usually used to teach student in primary school.

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¹K, Cain. 'Reading Comprehension: Nature, Assessment and Teaching' (Economic & Social Research Council).

²Ervina, 'Pengembangan Media Big Book UntukPembelajaran Narrative Text BahasaInggris di SMP', J-TEQIP, 5(2) (2014), 380.

Strickland and Morrow state that big books are magnified or enlarged versions of children's books. ³ Largely inspired by the shared book experience of Don Holdway in New Zealand, big books as tool for early reading instruction in English have become well-established over the past year. ⁴When the researcher asked to the teacher about it, the teacher had his own reason to use narrative big book to teach his students. As in the preliminary research, the teacher told about his students. His students always 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. So when the teacher used big book with various pictures and some simple sentences, the students were interested to pay attention during English class.

Different with what Nambiar found in his research, it shows that big book can be applied to teach English reading to non native language learners. Then Ervina, in her research, found that big book can be developed and applied for Junior high school students. So, in this study, the researcher can underline that big book is applied to non native language learners who are in upper class but having low level in English. It is kind of development from basic theory of Big book as early reading instruction. Like what Priscilla Lynch suggests in her best-selling *Using*

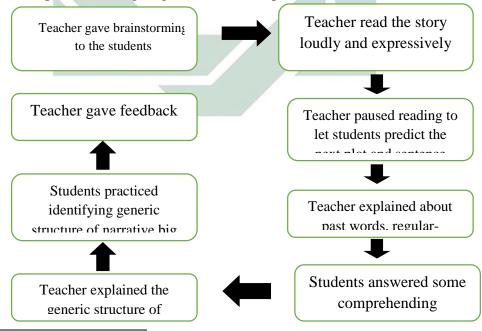
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³Nambiar, MohanaK.Big Book for Little Readers Works in ESL Classroom Too. (Malaysia: EDRS,19991)p.1.

⁴Ibid.

Big Books and Predictable Books that in using big book, development and additional activities can be applied depending on the interests and needs of the learners and teaching goals.⁵

Here, the writer wanted to hold observation to know how is the process of using big book in teaching reading comprehension in the grade of Senior High School. The teacher which was observed by the writer named Mr.Musta'in who said that actually there was syllabus. The content of syllabus was about English material, as a guidance to teach English for Senior High School. After reading the syllabus, he had found that the material in syllabus was little bit difficult for students at this school. Therefore, he tried to choose and arrange the material from syllabus and fitted it with students' ability and background. The teacher made their own technique in teaching English. The technique was like the schema below.



⁵Op.cit

⁶Based on observation practiced by Mr. Musta'in as English teacher at MA Ma'arif 8 IhyaulUlumManyarSekaranLamongan on Sunday, 7th of August 2016 at 08.30 a.m

According to the schema above, the researcher connected with the theory about implementing big book strategies by Strickland.

1) Activating prior knowledge

The teaching and learning process of using big book in teaching reading comprehension in the grade of Senior High School started from giving brainstorming to the students. The teacher gave brainstorming about story in past time. Then the teacher connected the story in past time with narrative text. Teacher asked to the students about what they had known about narrative text. Then he explained more about narrative. It connects with Strickland statement cited by Nambiar that 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.⁷

2) Modeling the thinking process

The following step is reading the narrative big book loudly and expressively. The teacher reads the story enthusiastically. It has aim to reveal that reading involves bringing together what they already know with what they actually see in print, in order to construct their own meaning.

3) Tracking print

The teacher sometimes uses hand, ruler or stick to point the text. It has aim to help students who are typically not able to understand the fast

⁷Nambiar, MohanaK.Big Book for Little Readers Works in ESL Classroom Too.(Malaysia:EDRS,19991)p.6.

English reading text and student will know which sentence is read by the teacher. The teacher said that when he read normally or in advance, students will admit that the teacher is like a radio and let their teacher talk to himself.

4) Encouraging skills of prediction

In this step, as the teacher reads aloud, he 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. This step, sometimes the teacher decreases it. It is because time limitation or sometimes for avoiding students' bored.

5) Language activities

After reading the big book, teacher asked the students which one the difficult vocabularies are. Then he explained about some verbs in past time included regular and irregular verb. He explained it while he wrote some verbs in the white board. The following activity was answering some comprehending question. The teacher gave question one by one while the students answered it on their own books. Here, students are also given opportunity to write their answers on the white board to be discussed together. Based on the theory, Pang states that comprehension is the

process of deriving meaning from connected text. ⁸ 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. The activities prove that teacher tried to make students understand about the text. Those are kinds of language activities in using narrative big book at Senior High School level.

6) Other activities

Teacher continued the following session. It was explaining generic structure of "The Legend of Pineapple". The generic structure of this story was already on the big book. In that time the teacher did not need to use the white board to explain the generic structure of this text. It connects with the theory of narrative text. By learning about generic structure, the students will know the steps for constructing a narrative. The first is orientation which introduced to the characters, where the action is located and when it is taking place. The second is complication which is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. The next is sequence of event which 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 following is falling action. In this part, the implication may be resolved for better or worse, but it is

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⁸Elizabeth S Pang and et all, *Educational Practices Series -12: Teaching Reading* (Geneva: International Bureau Educational, 2003).

rarely left completely unresolved. And the last is reorientation. It is an optional closure of event

The next step in this teaching learning process was practicing to identify the generic structure of other narrative texts prepared by teacher. After that, teacher came to every group to check their discussion result about generic structure. Helping students' difficulties, correcting students' error, and giving feedback in the end of the class were also the part of guiding students during teaching and learning process.

Those activities are different with last strategy by Strickland which basically for early reading instruction. Other activities that can support big book implementation is the class together arrange the pictures in the order in which they occurred in the story or by giving copy of big book or normal-sized book of the same story or tape d versions.

2. Students' Responses to the Implementation of Narrative Big Book in Teaching Reading Comprehension

Students' responses to the use of narrative big book in teaching reading comprehension have five categories that include in questionnaire sheet. They are students' motivations, media display, increasing comprehension, big book content, and media practicability.

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Susanto states that response is reaction. It means acceptance or

rejection toward what communicator said in a message. 9 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 emotional and personal which is tendency to give positive or negative

reaction to other people, object or certain situation. Positive response here is

a response, reaction or attitude that show, receive, admit, agree, and perform

prevailing norms where person is. Then negative response is a response,

reaction, or attitude that show rejection or disagree toward prevailing norms

where person is.

In this study, the researcher obtained the data about students'

responses by using questionnaire. The researcher categorizes the question in

five categories above. Here are the descriptions of the data displayed. (see

appendix 3)

1. Students' motivations

Based on findings, students' motivations which are represented by

question number 1-3 show that most of students admit that narrative big

book used by the teacher emerges students' motivation to join learning

process. It proves from 100% students answered "like" and "very like".

2. Media display

⁹Mega, LailaWardhani. H:\Raira Megumi_

MeningkatkanKeterampilanMembacaPermulaanMelalui Media Big Book.html [accessed 20 Mei

2016]

For the questions number 4-6 are represented the category of media display. From the data shows that 0 % students do not answer "less like" and "dislike". It proves that students agree with this big book has good visualization. From this finding, what the teacher said about picture can attract the students in learning. It's supported by Cain's statement about visualizing as one of some effective strategies to enhance reading comprehension.¹⁰

3. Increasing comprehension

For increasing comprehension category, it is represented by question number 7. Students answer "very like" in high percentage. It is 82%. From data shows that 18% for "agree" and 0% for other answers. It can be conclude that by using this Narrative big book, the students' understanding can increase.

4. Big book content

About big book content, it can be seen from the answer of question number 8-9. For question number 8, students receive the statement that some vocabularies written on the pages are relevant with the picture. Then in question number 9, 4% students disagree with the statement that some vocabularies are placed in appropriate area. But from the whole answer for question number 9, it shows positive response.

5. Media practicability

¹⁰K, Cain. 'Reading Comprehension: Nature, Assessment and Teaching' (Economic & Social Research Council).

According to findings, question number 10 is represented media practicability. Students admit that this media is quiet easy to use. It is because this media do not need other media like electronic and others to support narrative big book implementation.

As Ervina found in his research that 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, 11 the researcher connected the data display with that finding. The data found by researcher show that high percentage of questionnaire result represents students' response which can be categorized in acceptance, like, positive, tend to big book implementation.

Those are the analyzing of research finding that obtained by the researcher in this study about implementing narrative big book in teaching reading comprehension in Senior High School level.

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

¹¹ Ervina, 'Pengembangan Media Big Book Untuk Pembelajaran Narrative Text BahasaInggris di SMP', J-TEQIP, 5(2) (2014), 382.