

# Using Big Book to Improve the Students' Reading Comprehension on Narrative Text

Ade Syamsiah (132301482)

English Education Department  
Faculty of Education and Teachers Training  
The State Islamic University of Sultan Maulana Hasanuddin Banten  
([Adesyamsiah52@gmail.com](mailto:Adesyamsiah52@gmail.com))

## Abstract:

This study aims to improve reading comprehension with narrative text through big book on eighth grade students of MTs Sirajul Af'idah - Serang - Banten. This type of research is a collaborative Classroom Action Research (CAR). The model in this research use Kemmis and Mc Taggart model. The subjects of this study were eighth grade students of MTs Sirajul Af'idah - Serang - Banten consisting of 10 male students and 20 female students. The data collection technique in this study uses tests, and observations. Qualitative data collection instruments use observation sheets and quantitatively use reading comprehension tests. Data analysis technique used is quantitative and qualitative data descriptive analysis. This study shows that the use of big book can improve reading comprehension on narrative text of eighth grade students of MTs Sirojul Af'idah-Gunungsari. Improved reading comprehension is evidenced by the grade point average of 61.3 rising to 77.7 and 85.8. The percentage of achievement of the average score of reading skill has increased on pre-action 36%, in cycle I 66%, and in cycle II is 93%. The result of reading comprehension test after the implementation of learning comprehension reading by using big book continue to increase and show effectiveness in learning to improve reading comprehension ability in students of Class VIII B MTs Sirojul Af'idah - Gunungsari. The increase is implied by the success indicators of the process and the product in each cycle.

*Keywords: Reading Comprehension, Media, Big Book, Narrative*

## A. Introduction

Education in the 21<sup>st</sup> century emphasizes the four learning competencies that must be mastered by the students, namely high ability of understanding, critical thinking ability, ability to collaborate, and ability to communicate. In line with one of the existing competencies, teaching language becomes an important thing to bridge communication competence because students need a language ability to be able to communicate. In the era of globalization, the language used by the community is growing. Indonesian people are not only required to be skilled in using Indonesian language, but should have the ability to use international languages to communicate globally. Today English is becoming one of the international languages spoken by most of the world's population.

In carrying out learning activities, in addition to teachers must master the subject, teachers also need to know how the subject matter is delivered, especially material that contains text or long reading in the form of text narrative, descriptive, report, recount and others. There are several factors that can influence students' reading comprehension skills, both internal and external factors. One of them is motivation and reading material. One of the successes or failures of a teacher in running the learning process is determined by the skill in choosing or using teaching methods and media.

In real life, we often encounter an educator who has a high knowledge of learning materials, but less successful in implementing learning activities, caused by teachers lacking media or teaching techniques. So that the teacher is less able to adapt to the media in accordance with the material presented and making students less understanding of the material presented by the teacher. This also occurs in teaching and learning activities in English subjects in second grade "MTs Sirajul Af'idah, Gunungsari - Serang - Banten".

Based on the research and observation about students' reading comprehension skills conducted in the school shows that the observation in English learning on the aspects of reading comprehension using lecture method and the blackboard media is good, and the teacher gives examples of reading text and how to read the words and sentences correctly, Translating the reading, as well as the use of correct pronunciation and intonation, but in reading comprehension skills students are still low and tend to be conventional, especially in narrative text lessons.

It happened because the teacher gave readings from the print book with minimal illustrations and less interesting. This makes students less interested in reading, especially if the text given a long text. Activity after reading the text continues on teacher-guided translation activities. After that the teacher gives a problem to be done by the students. In this activity many students are confused because in fact they have not understood the contents of text reading. The translation given by the teacher is less meaningful because the students are not actively acquiring their own language.

In addition, learning media reading is also not used by teachers and is still limited to the illustrations in the printed books only. Though learning media have an important role to attract student interest to learn and help students understand reading English reading. The position of instructional media is in the component of teaching

methods as one of the efforts to enhance the process of teacher-student interaction and student interaction with the learning environment.

In addition, the focus of students when learning to read only in the initial 20 minutes of learning takes place, the core activities of students tend to be crowded and students begin to get bored in following the learning, so that the material presented teachers cannot be fully absorbed and understood by students. The teacher has explained the purpose of the writing but some students still do not understand if told to answer the questions contained in the reading, so that will impact on the results of reading comprehension students who are low and very less in achieving the value of seventy-five of the value of working completeness Minimum .

The problem of low reading comprehension skills of second grade of MTs Sirojul Afidah - Gununsari must be overcome, so that later in the future students do not experience difficulties in terms of reading comprehension skills. So Researchers and teachers need to take action that can be used as a solution to overcome these problems. Based on the exposure and problems, the researcher tries to conduct a class action research by using big book to improve students' reading comprehension in second grade of MTs Sirojul Af'idah - Gunungsari - Banten.

Big book is a book of stories that raised special characteristics, both text and pictures to allow the reading activities together (shared reading) between teachers and students. This book has a special characteristic with colorful and interesting pictures. Using of big book as a visual media that has text will make students better understand what is read compared with the use of text media only. Big book can help students to interested reading and able to understand the reading. Big books can also be used to foster students' understanding, interest, and motivation in reading English texts.

By applying this media is expected learners can be motivated and improve their ability in reading comprehension. Based on all the above reasons, the authors are interested in conducting a study entitled Using Big Book to Improve the Students' Reading Comprehension on Narrative Text at the second grade of MTs Sirajul Af'idah - Gunungsari.

Medium term is derived from the Latin meaning *medius* middle, intermediate, or introduction. According AECT (Association of Education and Communication Technology), quoted by Basyaruddin (2002) "are all forms of media used for the distribution of information". Meanwhile, according to Gagne (1970) defined media with different types of components in the environment of students who can stimulate

students to learn. While learning the word is a deliberate attempt to engage and use professional knowledge held by teachers to achieve the objectives of the curriculum. Gagne and Briggs (1979: 3) define instruction or learning as a system that aims to help the learning process of students who are internal. From the definition and the above opinion can be concluded that the media are all forms of learning or teaching facilities in order to convey the message or information in assisting student learning which involve and use professional knowledge held by teachers to achieve the objectives of the curriculum.

Big Book is reading a book that has the size, text, and graphics are great. Big Book size can vary, for example, A3, A4, A5, or about the size of a newspaper. The size of the Big Book should consider in terms of legibility of all students in the class. According Karges-Bone (1992), so that language learning can be more effective and successful, a Big Book should have the following characteristics: short story (pages 10-15), clear sentence pattern, Picture has meaning, the type and size of the letters clearly legible and the plot is easy to understand.

Using *Big Book* reading has some purposes, are: Give the experience of reading, to help students to understand the book, introduce various types of materials to read to students, Provide opportunities for teachers to give examples of good reading, Engaging students actively in learning and Provide examples of good text for use by students. Book primacy big one is preferred by children, including children who experience delays reading. By using a big media book together will arise bravery and confidence in children that children can read. By using a big media book can develop all aspects of the language including literacy skills in children that include hearing, conversation, reading, and writing. Big Book can be made by teachers or in cooperation with other teachers. Making the Big Book can be done manually using simple tools, or can also be created by using computer technology by using a program or certain software and Digging.

The stages in using the Big Book stated Lynch (2008: 4-5) as follows.

a. Session 1

- 1) Teachers organize students sitting around him, so comfortable relaxing in listening to the story of the Big Book,
- 2) The Teacher shows the cover of the Big Book, the title and the name author,

- 3) The Teacher asked about what they see, what's the story, what will happen at the end of the story. Teachers write answers on the board,
  - 4) The Teacher must show an enthusiastic attitude towards story will be read,
  - 5) The Teacher started to read the full story with expressive and sound hard. Teachers should model good reading,
  - 6) Master's predictions match the students with stories,
  - 7) The Teacher asked whether the students like the story of the the Big Book,
  - 8) The Teacher asked about the storyline that has been read.
- b. Session 2
- 1) The Teacher read the story for the second time. now with pointed word for word. Occasional teachers can stop reading so that students can ask questions or comment,
  - 2) Listen carefully to what students say and do as long as the teacher reads. Do they want interest and discuss together, whether they understand the story and how said that they remember.
  - 3) Students may make their own comments about the story. Can be expressed by an image or text.
- c. Session 3
- 1) The Teacher read the story back, followed by students in order they can remember every word, and
  - 2) Students are sharing information related to instructions obtained after reading.
- d. Session 4
- 1) Teachers and students read a story together again so students can remember every sentence that read,
  - 2) Teachers test how many words are remembered by students. Teachers can write on the board, and
  - 3) The teacher asks the students to create a story based on the words own.

e. Session 5

- 1) The Teacher and students read the story again. This time could be any sentence so that students truly understand the content of reading and read fluently and
- 2) The Teacher made tests covered about readings and teachers can use a few sentences contained in the Big Book.

*Reading is the practice of using text to create meaning.* The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. The purpose of reading includes: Reading for Pleasure review, to enhance reading aloud review, for review using Specific strategies Development, to review renew his knowledge about a topic, for a review of Information to review the written or verbal report, etc. There are two types of reading that are usually applied in reading class, extensive and intensive reading. Reading is a process to extract meaning from printed pages. Meanwhile, the essential unit of meaning is the idea, the concept, the thought, the image and the statement. Thus, it is impossible for the reader to extract the meaning of a word.

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past. Mark and Kathy Anderson (1997) said that “*narrative text is a piece of text which tells a story, in doing so, entertains or inform the readers or listeners*”. So, from that definitions, the writer can conclude that “Narrative is a text tells about a story like a story of citizen (folktale), the story of animals (fable), legend, etc that happened in the past, can be imaginary which purpose to entertains or inform the readers or listeners”. Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution.

There are many type of narrative text, including: Humor, Romance, Crime, Real-life fiction, Historical fiction, Science function, Mystery, Fantasy, Diary – novels, and Adventure. The simple generic structure that is taught in junior high school is divided into the following three elements, namely orientation, complication,

resolution and re-orientation. The language features of narrative text, they are: Using nouns and pronouns to identify people, Specific participant is special characteristics object, Using adjectives are useful to shape noun phrase, Using time connective and conjunctions to sequence the events, Using adverbs and adverbial phrases to indicate place and time, Using action verb in past form and Using saying verbs which sign to pronounce something.

## **B. Research of Method**

This study uses Classroom Action Research (CAR) method. The research was conducted at MTs Sirajul Af'idah - Pasir Wadas – Ciherang - Gunungsari - Serang – Banten was conducted during the first semester of the academic year 2017/2018 were held for two months from July to August 2017. In this subject of research was Students at the second-grade of MTs Sirajul Af'idah - Gunungsari in the academic year 2017/2018. Total of student of second grade consist 90 students consisting of three classes are VIII A, VIII B and VIII C, each class consists of 30 students. However, the researcher only took one class that is class VIII B which amounted to 30 students with details of 12 male students and 18 female students.

Design in this research is conducted two cycles, if visualized in image form, research the action of Kemmis and Mc models. Each cycle consists of four steps consists of planning, action, observation and reflection. The instrument used in this study a test reading skills, observation guidelines or observation sheet. In accordance with the form of research and data sources utilized, the data collection techniques used in this study are observation and test. Data obtained in research is qualitative and quantitative. Qualitative analysis Used to analyze data showing interaction process during learning reading comprehension through narrative text using big book obtained through observation and Interview. While quantitative data used to know Level of progress ability Learner after action held. The result data is obtained through the test. Qualitative data is processed by doing processing data from the observation and Interview by way of describing the results research. The quantitative data that obtained from result student test then processed by looking flat Average and percentage of scores Students.

### **C. Result and Discussion**

The result of reading comprehension test after the implementation of learning comprehension reading by using big book continue to increase and show effectiveness in learning to improve reading comprehension ability in students of Class VIII B MTs Sirojul Af'idah - Gunungsari. The increase is implied by the success indicators of the process and the product in each cycle.

In the application of reading comprehension learning Using big book media in cycle I the improvement yet looks significant, this is due to several things including:

- 1) students have not fully understood the use of big book, so that the process of reading comprehension lesson runs smoothly,
- 2) the activity of students in asking questions is still lacking, there are only a few students who ask questions,
- 3) in group-building not all students are actively involved in expressing opinions, only a few dominant students only,
- 4) At the time of learning took place, students still pay less attention to teachers and less confident when reading,
- 5) Students are still lacking in determining the main idea, the purpose of the text, the moral message on the story and still lacking in concluding the contents of the story and
- 6) A lot of learning time is consumed to condition the class because some children do not want to group in accordance with the prescribed teacher, and there are also some children in one group who often chatted on their own.

As for comparison and result of improvement of Students' Reading Comprehension of pre-action and cycle 1 can be described as follows:



Table4.5. Improved reading skills from pre-action to cycle I

No	Name	Score of Value		Increase	Completion	
		Pre-action	Cycle I		Pre-action	Cycle I
1	AKS	60	75	15		√
2	AA	50	70	20		
3	AH	75	85	10	√	√
4	AN	30	65	35		
5	AR	60	75	15		√
6	AJ	65	75	10		√
7	AM	55	70	15		
8	AU	90	95	5	√	√
9	BR	35	65	30		
10	DMY	55	70	15		
11	DR	75	85	10	√	√
12	DS	45	70	25		
13	EF	30	65	35		
14	EP	75	85	10	√	√
15	EW	65	75	10		√
16	FT	75	80	5	√	√
17	IN	60	75	15		√
18	ML	30	65	35		
19	NI	75	85	10	√	√
20	NA	80	95	15	√	√
21	SA	75	85	10	√	√
22	SF	75	80	5	√	√
23	SK	30	65	35		
24	SH	80	90	10	√	√
25	SS	70	85	15		√
26	SAN	70	80	10		√
27	SR	70	85	15		√
28	SL	80	90	10	√	√
29	TR	65	75	10		√
30	ZA	40	70	30		
	Total	1840	2330	490	11 students	20 students
	Average	61,3	77,7	16,4		
	Percentage of Completion		Pre-action	11 students (36%)	Cycle 1	20 students (66%)
	Incomplete Percentage			19 students (64%)		10 students (34%)

From the table above it can be seen that the average of the results of cycle 1 of 77, 7, it shows the average value increased compared to the average value of pre-action test of 61.3. Students who achieved KKM score in cycle 1 were 20 students or (66%) while students who achieved KKM score on pre-action were 11 students or (36%) thus it can be concluded that in cycle 1 the average score reading comprehension class VIII B MTs Sirojul Af'idah – Gunungsari increased by 16.4 or 30% and students who achieved KKM score increased by 9 students. However, the result of cycle 1 has not reached the target expected by the implementer of action so it needs to be done cycle 2.

While in the second cycle of the application of learning to read comprehension of using this big book is increasingly visible significantly, this is due to some improvement made by Researchers and teachers include:

- 1) teachers form a new group, with Separating some children who often chat alone,
- 2) activities Learning becomes more conducive,
- 3) and students are more understanding The nature of the use of big book media

As for comparison and result of improvement of reading ability Students' understanding of pre-action and cycle 1 and cycle 2 can be described as follows:

Table4.8 Improved reading skill from pre-cycle to cycle I and cycle 2

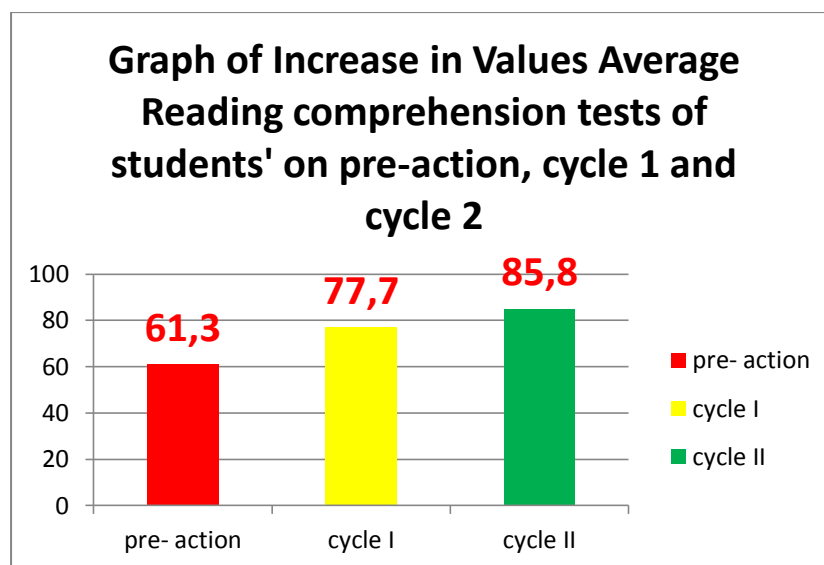
No	Name	Score of Value			Completion		
		Pre-action	Cycle I	Cycle 2	Pre-action	Cycle I	Cycle 2
1	AKS	60	75	85		√	√
2	AA	50	70	85			√
3	AH	75	85	95	√	√	√
4	AN	30	65	70			
5	AR	60	75	85		√	√
6	AJ	65	75	85		√	√
7	AM	55	70	85			√
8	AU	90	95	100	√	√	√

9	BR	35	65	75			√
10	DMY	55	70	85			√
11	DR	75	85	95	√	√	√
12	DS	45	70	75			√
13	EF	30	65	75			√
14	EP	75	85	95	√	√	√
15	EW	65	75	85		√	√
16	FT	75	80	85	√	√	√
17	IN	60	75	85		√	√
18	ML	30	65	75			√
19	NI	75	85	95	√	√	√
20	NA	80	95	100	√	√	√
21	SA	75	85	95	√	√	√
22	SF	75	80	85	√	√	√
23	SK	30	65	70			
24	SH	80	90	100	√	√	√
25	SS	70	85	85		√	√
26	SAN	70	80	80		√	√
27	SR	70	85	85		√	√
28	SL	80	90	100	√	√	√
29	TR	65	75	85		√	√
30	ZA	40	70	75			√
Total		1840	2330	2575	11 students	20 students	28 students
Average		61,3	77,7	85, 8			
Percentage of Completion	Pre-action		11 students (36%)	Cycle 1	20 students (66%)	Cycle 2	28 students (93%)
Incompletion of Percentage			19 students (64%)		10 students (34%)		2 students (7%)

From the table above it can be seen that the average of the results of cycle 2 of 85, 8, this shows the average value obtained an increase compared to the average value of cycle 1 of 77.7. Students who achieved KKM score in cycle 2 were 28 students or (93%) while students who achieved KKM score on pre-action were 11 students or (36%) and in cycle 1 were 20 students or (66%) thus it can be concluded That in cycle 2 the average score of reading students' understanding of grade VIII B MTs Sirojul Af'idah- Gunungsari increased by 8.1 or 27% and students who achieved KKM score increased by 8 students.

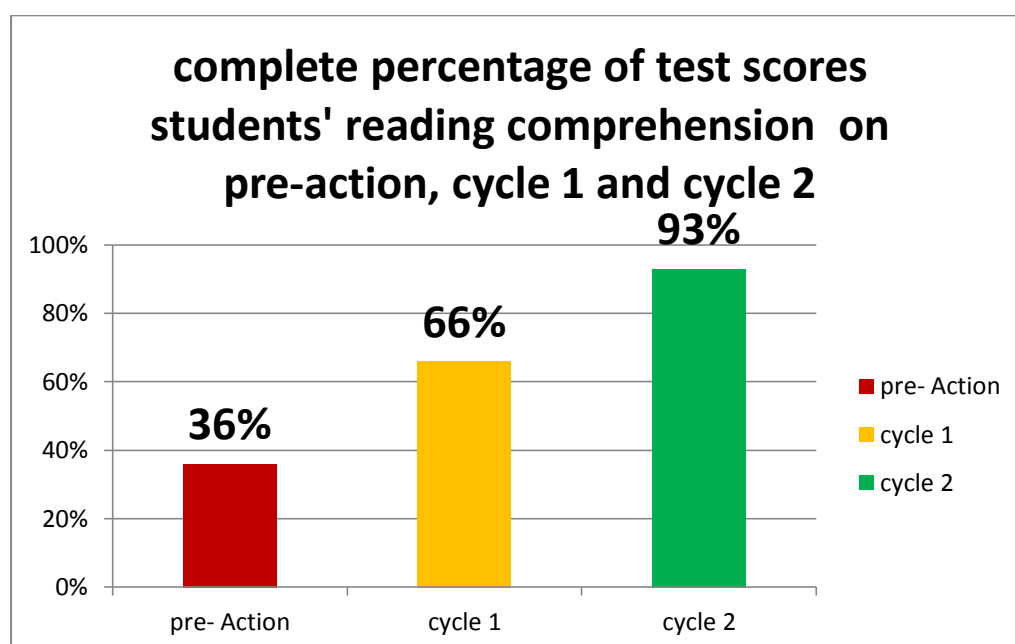
The results of the researchers' reflection along with the action execution, the average pre-action reading comprehension reading scores, cycle I, and cycle II show the improvement significant. The mean value of the test in cycle I have increased from the value of pre-action test of 61.3 or 30% that is from 61.3 to 77.7. While the average value in cycle II has increased from the value of post-action test of cycle I is 8.1 or 27% that is from 77, 7 become 85.8. It can be seen in the form of graphic of reading comprehension skill of grade VIII B MTs student Sirojul Af'idah- Gunungsari based on comparison of mean value as follows:

Graph4.4. Graph of Increase in Values Average Reading comprehension tests of students' on pre-action, cycle 1 and cycle 2



Based on the diagram presented above it can be seen that there is an increase in the average score of students' reading skills from before the action of the average value is equal to 61.3, then increased when the implementation of the cycle I average value to 77.7 and increased to 85.8. The percentage of total value of KKM value on students' reading comprehension is as follows:

Graph4.5. Graphs of complete percentage of test scores reading students' understanding on pre-action, cycle 1 and cycle 2



Based on the diagram above can be seen that the percentage comparison of the number of students who meet the Criteria of Completion Minimal increase. On preview the percentage is indicated by 36%, then in the first cycle increased to 66% and on Cycle II increased to 93%. The graph shows that an increase in learning Reading Comprehension through big book. All students are improving Value in cycle II so it can be concluded that learning on Cycle II is quite successful.

In addition, the results of observations of group discussions conducted by students to be more effective. All students are actively involved in discussions when one group reads the results of the discussion, and the other group is watching carefully, and also after completing each other's opinions and exchanging ideas. This is the result of teacher actions in guiding and motivating students in learning maximally. So the problems faced by students during the learning process can be overcome. Based on the above, it can be concluded that the result of the application of big book on reading comprehension skills in this second cycle is considered quite

satisfactory, because the indicator of success in this research has been reached. So it does not require any action of cycle 3.

In implementing the learning process of reading comprehension at cycle II using big book on narrative text students look to be more active in reading, group discussion, dare to express opinions and ask about the material discussed. Thus, an increase in reading comprehension skills the most important is the effectiveness, the liveliness of students in applying big book on learning comprehension reading. Significant improvement occurs from before using the big book until using big book media in reading comprehension on Cycle II.

This is appropriate with Rachmadani (2013) that big book can change the students' physical mental in learning language so that will be more excited and felt easier and not saturated. By using the big book, teachers can be an example for students how to read symbols, letters and sentences correctly and understand the contents of the story well. Experience of language activities played by educators will encourage children to participate actively, and can help develop students' speaking and speaking skills. Overall the implementation of learning to read the beginning using big book on the students of class VIII B MTs Sirajul Af'idah – Gunungsari, academic years 2017-2018 on cycle II researchers feel quite satisfied because the process learning goes according to the learning plan that has been made and has reached the indicator of success determined that 80% of students Reach the average value. The specified average value is 75. So this study does not require any action cycle III. Based on the discussion made by the researcher, then it could concluded that the reading comprehension on narrative text at the second grade MTs Sirajul Af'idah – Gunungsari academic year 2017/2018 could be increased through the use of big book.

#### **D. Conclusion**

Based on the results of research and discussion that has been done, it can be concluded that big book can improve Students' Reading Comprehension of grade VIII B students in MTs Sirojul Af'idah - Gunungsari. This is evidenced by the improvement of reading skills Students' understanding can be seen based on an analysis of value enhancement data Students' Reading Comprehension skills. With the application of big book media students become more active and enthusiastic in following learning. Students are also more daring to express his opinion, exchange ideas and not embarrassed anymore to ask. Teachers have also managed to create effective learning and fun. Based on the results of the research in taste is quite satisfactory for teachers and researchers, because the indicators success has been achieved and the application of big book can improve the learning process of reading comprehension on the narrative text in class VIII B MTs Sirojul Af'idah - Gunungsari.

#### **E. References**

- Anderson, Mark and Kathy Anderson. *Text types in English 2*, South Yarra, Macmillan, 1997.
- Ahmad Saebani, Beni. *Metode Penelitian*, Bandung: Pustaka setia, 2008.
- Arsyad, Azhar. *Media Pembelajaran*, Jakarta: Raja Grafindo Persada, 2005.
- Asnawir and M. Basyiruddin Usman. *Media Pembelajaran*, Jakarta: Ciputat Pers, 2002.
- Daryanto, Joko and E. Rahayu. *Science and Social Programme I Can Do It English For Senior High School*, Jawa Timur: Massmedia Buana pustaka, 2012.
- Djarmika and Wulandari. *Developing English Skill Writing Narrative text*, Bandung: Pakar Raya, 2013.
- Harmer, Jeremy, *how to teach English*. Oxford: Pearson Education Limited, 2007
- Hidayatulloh, *Media pembelajaran pendidikan Agama Islam*, Tangerang: Zikri Adfimedia, 2008.
- Huda, Miftahul. *Model – Model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Belajar, 2014.

- Kasihani Kasbolah, *Penelitian Tindakan Kelas*. Jakarta: Depdikbud Dirjen Dikti.
- Kemmis, s. and McTaggart, *The Action Research Planner*. 3<sup>rd</sup>, Victoria, Australia: Deakin University, 1988.
- Klingner, Janette K. *Teaching Reading Comprehension to Students with Learning Difficulties*, London: The Guilford Press, 2007
- Madyawati, Lilis. *Strategi Pengembangan Bahasa Pada Anak*, Jakarta: Pt. Kharisma Putra Utama, 2016 .
- Mikulecky, Beatrice S. and Linda Jeffries. *Reading Power*, Boston : Longman, 1986.
- Musfiroh, Tadzkirotun. *Bercerita Untuk Anak Usia Dini*, Jakarta: Departemen Pendidikan Nasional, 2005.
- P. Johnson, Andrew. *Teaching Reading and Writing*, New York: Rowman and Littlefield Education, 2008.
- Rahim, Farida. *Pengajaran Membaca di Sekolah Dasar*, Jakarta: Bumi Aksara, 2007.
- Sudjana, Nana and Ahmad Rivai. *Media Pengajaran*, Bandung: Sinar Baru Algesindo, 2013.
- Suharsimi Arikunto, dkk. *Penelitian Tindak Kelas 8rd*, Jakarta: Bumi Aksara, 2009.