THE USED OF BIG BOOK IN TEACHING DESCRIPTIVE TEXT

TO IMPROVE STUDENTS' READING COMPREHENSION

AT THE FIRST GRADE STUDENTS OF

MTS(Madrasah Tsanawiyah Swasta) ULUMUL QUR'AN

Skripsi

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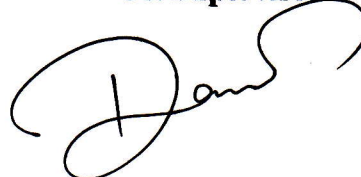
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THE USED OF BIG BOOK IN TEACHING
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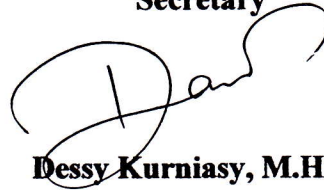faculty, on:
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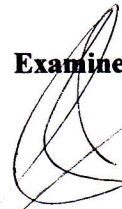
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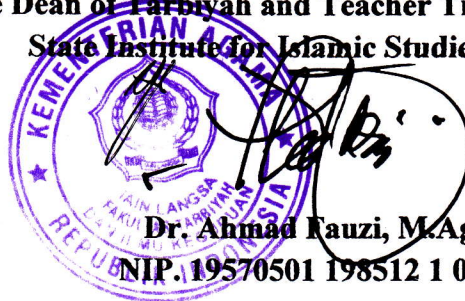
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ABSTRACT

Reading is one of the language skills that should be learned by the students. While Big Book is one of media for learning activity because it has big size, font, and picture inside.Descriptive text is one of the material that should be comprehend, by the students in the school. This research intended to analyse whether the usage of the big book could improve student's reading comprehension. In so doing, this study conducted a class of action research to the first the firts grade of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa. The subject of this study was 30 students. The data were collected through observation, interview and questionnaire, The result of this study are 1.Teaching learning activity by using the Big Book to improve students reading comprehension in this school. But, the researcher with creativity added some methode in learning activities to support Big Book implementation. 2. Students give positive responses toward this media. The data shows high percentage which represents students' response which can be categorized in acceptance, like, positive, tend toward big book implementation. For the next researchers, it is suggested to conduct a research about examining how effective this media applied in different school. The result of such studies can help teacher to design the best learning media for future learner.

Keywords: Big Book, Descriptive text, Reading Comprehension

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My skripsi about *"**The Used Of Big Book In Teaching Descriptive Text To Improve Students' Reading Comprehension At The First Grade Students Of Mts (Madrasah Tsanawiyah Swasta) Ulumul Qur'an** "* that the researcher compiled especially for the duty of college. the researcher already give my energy and much times to make it for the study.

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Therefore, The researcher hopes the reader can give the critics or advises. So, in next time this skripsi can be better. And lastly, the researcher hopes this skripsi can be benefecial and contribute ideas for the needy, especially for us so the researcher expected goals can be achieve.

Langsa,   January 2018

The Researcher

Nurlaily

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CHAPTER I
INTRODUCTION

A. Background of study

In the more globalized society, most people in the world should have an education. Although the meaning of education is the process of facilitating learning, or the aquisition of knowledge. Trilling and Fadel state that education emphassises on the four learning competencies that should be acquired by students such as, high order thingking, critical thingking, collaboration and communication.[1] In line with one of existing competencies. Teaching language becomes an important thing to bridge communication competence, because students need language ability to be able to communicate. Therefore students are expected to be fluent, not only in their first language but also internasional language to participate actively in global comunity. They should be able to know or understand some of text in English language. In Indonesia, some of books have English as a international language, so the student need to comprehend the text. Crystal state that English is considered as one of the internasional language since it is used by most of the world's population. [2]

Reading comprehension is the thingking process used to make meaning of what a person reads. 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 international

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[1] Trilling, B., & Fadel, C. *21st century skills: Learning for life in our times.* (San Fransisco: Jossey-Bass. 2009)P.94

[2] Crystal, D. *English as global language*. (Cambridge: The press Syndicate of the university of cambridge 2003) p. 75

thingking during which meaning is constructed between the reader dan the text. It implies that the reader interact with the text context, using his or her vocabulary, background knowledge , skills, motivation, to read the text. Knowledge of the structure and strategies to construct meaning.

English is taught as a foreign language in Indonesia. Hence there are some problems in teaching reading. One of the problems that can be found is the media used by the teachers when teaching about reading skill. Based on the writer's observation in MTS (MADRASAH TSANAWIYAH SWASTA) ULUMUL QUR'AN , the writer found that there were many student show up in the classroom without having developed a motivation to learn. The writer found the problem faced by the student was tired, bored, sleepy, and lacked the motivation. Many students ignored the teachers, mostly they played, talking with others friend, eventhough some of them still paid attention to the teacher but they were still confused in determining the main idea of the text, and vocabulary. Many students became passive when faced with a reading text book. It was reported that most of students still had problems in comprehending the text. Many students got under the KKM (Criteria Minimum). This phenomenom influenced students' reading comprehension achievement.

After interviewing and observing learning activity about Descriptive text in reading comprehension students' of MTS (Madrasah Tsanawiyah Swasta) ULUMUL QUR'AN . It can be seen that the student reading comprehansion still low. Expecially the aplication of media. So that make them was bored during learning process. One of the effectiveness strategy to improve their ability to

comprehend the text is creating or implement the interest media which is not make them was bored. For instance, Big Book .

Big Book is one of the media that can be applied in the classroom activities and for young learners. In teaching reading comprehension, reading using Big Book is also recommended, because: it can establish students the possitive effect in reading experience, sets porpuse for reading and students' imagination, helps students to monitor their comprehension. make student memorable and interesting books of fact after reading. Big Book also create secure and relaxed atmosphere in the class room and attracts student attention In teaching and learning process. Big Book is really helpful for teaching and learning process using Big Book could attract the students' interest in reading activity in the class.

Based on the phenomenon above, the researcher try to find an effective solution to improve the students' reading comprehension through Big Book. It will help the teacher teach the material of a text. It will make the student interested in learning. This research conducted at first grade student of MTS (Madrasah Tsanawiyah Swasta) ULUMUL QUR'AN . Taking this school as focus of this research is based on preliminary.

In conclusion, based on the above explanation, the writer expected to improve students' comprehension. Therefore, the researcher decided to conduct a research by the entitle **"The used of Big Book In Teaching Descriptive Text To Improve Students' Reading Comprehension At The First Grade Students Of MTS (Madrasah Tsanawiyah Swasta) Ulumul Qur'an"**

B. Research question

This research was aimed to find out the answer of question about

1. Does Big Book improve students' reading comprehension at MTS (Madrasah Tsanawiyah Swasta) ULUMUL QUR'AN   ?

2. How is the students' response to the Application of Big Book in teaching Descriptive text to improve their reading comprehension ?

C. The Objectives of study

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

1. To figure out How Big Book improve reading comprehension students' of MTS (Madrasah Tsanawiyah Swasta) ULUMUL QUR'AN .

2. To know students' respon after use Big Book in learning Descriptive Text

D. The significances of study

The significance of the studies are;

By conducting this study, the researcher hopes it can give the big contribution as the practical implication of the study to the teachers, reader, and others reseacher as follow.

1. Teacher

The result of this research significantly serves other teachers generally and English teacher specially to have strategies in improving some tehniques in teaching English, such as teaching reading coprehension by using Big Book

moreover for a teacher who teaches in rural school which has less learning media. Then this research can give information to others English teachers that Big Book can be use to teach reading for upper grade . for example junior high school and senior high school . Because Big Book is popularly use for teaching in primary school. However it can be applied to teach Descriptive text to make their students more interesting and active in learning and teaching activities.

2. Readers

This result of study will give some information about Big Book in teching Descriptive text for improve students' reading comprehension. The readers include parents and students. For parents, they can absorb a lot of knowledge about this teaching media, then they can immitate and apply it for their children. And for the student, they can use Big Book and take the benefit from it for learning to improve their reading comprehension independently. Futhermore, this is kind of new information for them about teaching learning media.

3. Futher Researcher

Indeed, the researcher also hope that the result of this study is useful as the reference for others reseachers to conduct the further reseach dealing with using Big Book to teach Descriptive text to improve reading comprehension

E. The scope of study

This study convines it self to the application of Big Book in teaching Descriptive teks to improve Reading comprehension, but it is only the process using Big Book learning about Descriptive text. Which is applying this media in

learning process the reseacher want see the respon from the student. In essence, the focus of this study is investigating the implemention Big Book teach Descriptive text and also to know the students' comprehend the Descriptive text at first grade student of junior high school.

F. The Terminology

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

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

1. Big Book

Big Book is a book which have bigger book than others. Suyanto state that Big Book is a book which has a big size as well as the font.[3] The size of big book is 60cm width and 48 cm lenghth. It has 12 (twelve) of page in one of book. It is not thick and not heavy. Due to the size which is different from ordinary books. Besides, it has colourful series picture inside to help student became more understand about the contents of the story or even stimulate students' imagination. Big book in this reseach is defined as one of teaching learning media which can be used by teacher to atrract students' interest and understand about the content of the story in learning reading comprehension in junior high school. This kind book

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[3] K.K.E Suyanto, *English for Young Learners.* (Jakarta: Bumi Aksara, 2007)p 24

is colorfull book and has big size inside of the book about Descriptive text in English.[4] So that it can be named as Big Book . This Big Book as teaching-learning media of research object used by teacher at MTS (Madrasah Tsanawiyah Swasta) Ulumul Qur'an in learning process.

3. Descriptive text

Descriptive text is a text which is used to describe something a particular place, certain person or thing from the physical condition.Its purpose is to describe and reveal a particular person , place and thing. Describe people , characters, place, events an d things in an imaginative way.

The generic structures of this genre are identification (mention the spatial participant) and desription (mention the part, quality, and characters of the subject being described) and for the language features of this genre, usually uses simple present tense, adjective.

There are many kind of the text. text types are disticnt, which depend on the purpose of the reading it self. That are descriptive text have a generic structure and the function. Descriptive : describe how something we look. The purpose of it is to describe a particular place, thing or person.[5]

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[4] Colville-Hall, S. dan O'Connor, B. *Using big books: a standars-based instructional approach for foreign language teacher candidates in a prek-12 program. Foreign Language Annals*

[5] Th. M. Sudarwati, *look a head* (Jakarta: Erlangga, 2007), p 172

According to ploeger, description is used to add details about something physical like a person, palce, or thing. This method uses sensory language, that is words that appeal to the five sense: sight, hearing, smell, taste and touch.[6]

.3. Reading Comprehension

Reading comprehension is student 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 mean in this study is reading skill which has purpose to undesrtand the content of the text and it must be achieved by student[7] 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. Pang state that comprehension is the process of deriving meaning from connected text.[8]

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[6] Katherine M. Ploeger . *simplified paragraph skills* (Illinois: NTC Publishing Group), p 239

[7] K, Cain. "*Reading Comprehension: Nature, Assessment and Teaching* " (*Economic & Social Research Council*). p. 57

[8] Elizabeth S Pang and et all, *Educational Practices Series -12: Teaching Reading* (Geneva: International Bureau Educational, 2003). P. 291

CHAPTER II

REVIEW OF LITERATURE

A. Review Of Related Literature

In this chapter the researcher explicates several theories trough reviewing some literatures related to this study. This theoritical construct deals with Big Book, Descriptive , and Reading comprehension at MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran .

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. Not only the size and font but also Big book has big picture inside of the book, it has colourful series pictures. It will help the students become more understand about the contents of the story or even stimulate students' imagination. Big Book is interesting as a media in learning for young learners and It can be made by the teacher.[9] Big-Book creates secure and relaxed atmosphere in the classroom and attracts students' attention in teaching and learning process. Attention in teaching and learning process is most important to make sure the student participate in learning. On the other hand, when the student participate in learning they can understand the material of learning. So big book is really helpful for teaching and learning process. According to Dahl, one of the most effective

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[9] Kasihani K.E Suyanto, *English fo r Young Learners.* (Jakarta: Bumi Aksara, 2007).p 24

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ways to get young learners involved with print is through the use of shared reading enlarged texts. In shared reading, the teacher reads and the children actively participate in reading with teacher guidence[10]. As Strickland state that Big Book is considered to beone of the most effective ways of getting students involved with print.[11]

However big book has a big size thus the teacher should be difficulties to bring that from one class room to another class room. In spite of that, it will help them interesting learning process and make the students more understand about the material. Even as Nambiar state that big book was introduced as book for early reading instruction,but it can be used in the classroom with modification.[12]

1.1 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,[13] and then in big book, the principals are implemented in every pages of big book. According Ervina research that 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

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[10] Dahl, K. L., Grogan, P. R., Lawson, L. L., Scharer, P., L. (2001). *Rethinking Phonics: Making The Best Teaching Decisions.* Portsmouth, NH: Heinemann p. 79

[11] Strickland, D,S. and Morrow, L,M. (1990*) Emerging teachers and writers: Sharing Big Books. Reading Teacher*, p 43,

[12]Nambiar, Mohana K . *Big Book for Little Readers Works in ESL Classroom Too* .(Malaysia : EDRS,1999)p, 47

[13]Janet collins, Michael hammond and Jerry wellington. *Teaching and learning with multimedia*. (New york: Routledge:1997) p. 126

from multimedia development. [14]. There are five basic principles integrated in big book. That are :

1.1.1. Coherence Principle

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

a. Learning will be better when irrelevant words and pictures are not included inside presentation media.

b. Learning will be better when sounds or music are not include inside presentation media.

c. Learning will be better when unneeded words and symbol are omitted from presentation media.

Every pages of big book consist of pictures which relevant with plot and also keyword.They help to improve learner's understanding.

1.1.2. Signaling Principle

Big book also uses signaling principle. According to Mayer cited by Ervina, 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 descriptive text deals with generic structure or story text arrangement systematic, start from introducing actor and setting, conflict, falling action and closing.

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[14] *Ervina, "Pengembangan Big Book Untuk Pembelajaran Narrative Text Bahasa Inggris di SMP", J-TEQIP, .*

1.1.3. 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.

1.1.4. Spatial Contiguity

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. The meaning is placing keyword or important and relevant words close to graphic or picture. So, it helps student to remember the words.

1.1.5. Temporal Contiguity

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

1.2 Characteristics of Big Books

According to Karges-Bone, there are several essential characteristics to a successful big book learning experience Big books[15]

1) are short stories that immediately engage learners' interest

2) contain a rhyme pattern that children notice and learn

3) are "big on pictures" which assists in the construction of meaning

4) have repetitive phrases and a controlled vocabulary that help with vocabulary learning

5) have a simple, but interesting storyline

6) contain elements of humor

7) the size of that book is 60 cm width and 48 cm lenghth

Books in which (partial) texts are easily learned from the repetitions and that access student prior knowledge are preferred. Curtain and Dahlberg state that using big books enables early language learners to learn to read first by reciting and memorizing, recognizing sight words, and decoding the text and to begin matching oral language with the written word.[16] 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 Activities for all major curriculum objectives[17]. The shared reading

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[15] Bone , B.D., & Karges , E.P.. *Teaching Reading in Todays Elementary School.* (Boston: Houghton Mifflin1996) p 49

[16] Curtain, H., & Dahlberg, C. (2004). *Languages and children making the match: New languages for young learners.* Boston: Allyn and Bacon

[17] Nambiar, M. (1991). *Big books for little readers: Works in the ESL classroom too.* (Eric Document Reproduction Service No. ED 333) p. 736

atmosphere should be relaxed and mirror the family's reading experience at home, building on both the child's home and school experiences.

In addition, "think-alouds,"in which the teacher talks about how to solve problems in reading can easily be used for teaching reading and decoding strategies. The teacher's use of questions, or scaffolding, helps children become self-regulated learners through the modeling of meaning and comprehension questions that readers will, in turn, learn to ask themselves when reading independently. In other words, big books are ideal for teaching beginning readingi a new language to learners in the primary classroom.

Shared reading through big books, however, should not be limited to young learners. Reed endorses them not only for the emergent reader, but for "big kids" as well[18]. Townsend observes the effectiveness of shared reading instruction with older students with disabilities[19]. Deaf learners appeared enthusiastic about lessons with big books as their teacher shared text and pictures simultaneously with the students gathered around.

1.3 Big Book Implementation

The implementation of big book will be more increasing student comprehending because of the content.It has colourful pictures. 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 makes them

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[18] Reed, V. (1991). Big books–big ideas. *Instructor, October, p.* 20
[19] Townsend, J. (1996). Big books: Links to literacy for everyone. *Perspectives in Education and Deafness, 14*(3), p 23–26.

easy for students to understand. The events repeat them selves and so does the pattern of language. With the aid of the illustrations and repeated readings, children, aware of the meaning of the whole story, will anticipate certain words and eventually read along with the teacher.

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 throughly. 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.

2. Descriptive text

Definition of descriptive text

Descriptive is a text which is describes the characteristic of a person, place, mood, situation or things. John E. Warriner also statet that descriptive text is giving a picture in wors that appeal dirrectly to the sense(sight, sound, smell, touch, taste).[20] Describe people , characters, place, events an d things in an

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[20] John E Warriner, English Grammar and Composition, (New York: Harcout, Brace javanovich, 1982) p. 327

imaginative way.. Description text reproduces the way things look, smell, taste, feel, or sound : it may also avoke moods, such as happiness , loneliness or fear.[21]

Besides that, descriptive text has several elements like Lila Fink, Phyllis Levy, Charlotte Miller and Gwen Brewer said that there are some elements of description[22]. They are:

a. Concrete details. A Concrete detail is a spesific description that supports, reflects, or expands a writer's attitude or purpose.

b. Image . An Image is a concrete, literal(real , actual) description of person , physical object, or sensory experience that can be known through one of the five sense(sight, sound, taste, touch , and smell)

c. Similes. A similes is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

3. Reading Comprehension

Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and uderstanding things. On the other hands reading is actually an activity dealing with words in a text. [23]

Reading comprehension is student ability to understand the meaning , find the main idea or purpose and to catch information from the passage.The book of Reading intended to help the student in building and developing their English

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[21] Wishon, George E and julia M. Burks. Lets write English . revised edition. (USA: american Book Company ESL/EFL Publication, 1980) p. 379

[22] Lila Fink, et. Al., Choices a text for writing and reading , (Boston: Little, Brown & company, 1983) p. 41

[23] Cucu Sutarsyah. *Reading Theory and Practice*. (Yogyakarta: Graha Ilmu, 2015)p.27

ability and skill, especially in understanding English text by the main emphasis on reading competency. In order to be able comprehend one of text or one of story.[24] Indeed, based on block's theory, reading comprehension mean in this study is reading skill which has purpose to undesrtand the content of the text and it must be achieved by student 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.

This activity has pupose to get the information from the text or one of the material was being reading by the student. The teacher should teach dirrectly, clearly, and easily which is using the media and interesting method in process of leaning by using Big Book the student will be more participate in learning and their reading comprehension will be more easily increasing. According to Paul states that learning English as a foreign language in the Asia often use whole – word approaches, and using whole –language approach for to the method in teaching reading comprehension.[25] There are some problems in understanding text based on expert, According to the Goldberg and Schiffman note that as many as 40 % of the school age children in the US may be handicapped by reading difficulties.[26] And Sadtono, Retmono,Gunarwan identify that many high school graduates students are poor readers of English text.[27] Meanwhile, bond claims that

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[24] Djawahir Hejazziey, *English Competency Reading Comprehension* (Jakarta: Rajawali pers , 2012) p. 41

[25] David Paul, *Teaching English to the children in asia* (Hongkong : longman Asia ELT. 2003) p. 36

[26] Golberg, H.K. and Schiffman, G.B. *dyslexia: problem of reading dissabilities* (New York : grune & straton. 1972)p.57

[27] Sadtono,*Perspektif Pengajaran Bahasa inggris di indonesia*(Malang: FPBS IKIP Malang. 1995)p. 88

is almost always true that a reading difficulty is the result of several factors working together to impede successful reading process. [28]

Moreover, many expert argue that failure to read seems to correlate with accumulation of handicaps such as poor vision, poor hearing, or left handedness. These factor, of course , outside the teachers control. The main point is the teacher should be more active in arrange and organized the class and the media when teaching to improve student comprehending.

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.[29] He uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of 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 big book. It comes from AizanYaacob and Annamaria Pinter with their research tittle "Exploring the Effectiveness of Using Big Books in Teaching Primary English in

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[28] Bond, G.L Tinker, M.A , And Wasson , BB . *Reading difficulties : their Diagnosis and Correction*. (Eanggle wood cliffs: Prentice .1979)p.175

[29] Snow, Catherine E.*Reading for Understanding: Toward Research and Development Program in Reading Comprehension* (Santa Monica: Rand,2002)p.34

Malaysian Classroom." The researcher finds that practice with Big Book changes the interaction patterns and learning opportunities[30]. 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 Indonesia where English is taught as an official second language. It draws on transcript data from teaching process in the class room and get information from the student.at the 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[31] narrative writing than the students who are taught without 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

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[30] Aizan Yaacob and Annamaria Pinter, "Exploring the Effectiveness of Using Big Books in Teaching Primary English in Malaysian Classrooms", *MJLI*

[31] 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"*

employed quasi-experimental with nonrandomized control group, pretest-posttest design. The researchers used writing test, scoring rubric, and questionnaire as the instruments. 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.[32] 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. 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 study, focuses on descriptive study in teaching reading comprehension using big book.

Reflecting on the other research, the researcher accordance to the research conducted by Ervina under the title "Pengembangan 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. 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.

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[32] 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*"

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This Research is Typically design as descriptive qualitative. A qualitative research is intended to explore reality about human behaviors within natural setting and context. As james state that qualitative is emphasizes natural settings, understanding and flexible design. The goal of qualitative to develop understanding, describe multiple realities and capture natural occoring behavior.[33] A qualitative research especially effective in obtaining culturally spesific information about the values, opinions, behaviors and social context of particular population.[34] Then based on Wiersma, qualitative research investigates the complex phenomena experienced by the participants by the examining people' words and action in descriptive ways.[35] On the other hand the aim of this qualitative research is to describe the emperical reality or a phenomenom there is an analysis of the advantages of developing model teaching reading comprehension. Those theories were in line with the purpose of this study.

In this study, the reseacher could define research variable as " the researcher to be researched for getting the information and finding out the conclusion". The data gained from the observation in the class by checking

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[33] James H McMillan, *Educational Research , Fundamentals for the consumer, Fifth Edition*. P 11-12

[34] Lexy, j Moleong , *Metodologi penelitian qualitatif* (Bandung: PT. Remaja Rosdakarya, 2010) p. 41

[35] Wiersma. *Research Methods in Education: An Introduction*. (NewYork: lB Lippincott Company, 1989),p.85

observation checklist ,to know how the understanding student of comprehend the text and after using Big Book in teaching descriptive text to improve reading comprehension and students' responses were gained using questionnaire. The interview session will be doing by the researcher with the student of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa to confirm the data noted by the researcher.

B. Research Subject

  1. Population and Sample

Population is the people who live in area , a city, country, etc. Sugiono state that population is the area of generalism that consist of object or subject who has certain quality and characteristic which decide by the researcher to be studied than make a conclusion about it.[36] While Mardalis says " population is all individuals who become the sources of sample.[37] So population in this reseacrh is all of student MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa in teaching-learning process of reading comprehension using media big book.

Sample is part of population reach that has the same character with population. According to John, Sample is a small unit of the population that is selected for the observation and analysis.[38] In this study, the reseacher conduct the

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[36] Sugiono, *Metode penelitian pendidikan pendekatan kuantitatif kualitatif dan R & K* (Bandung: Alfabeta), p. 215

[37] Mardalis, *Methode penelitian . suatu pendekatan proposal* , (Jakarta : Bumi Aksara , 2008), p. 53

[38] John W. Best and James V . Kahn *Research in education ,* (Boston : Pearson Education , 2006),p.43

first grade student of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa.

The subject of the research is the first grade student of Ulumul Quran langsa . This class consisted of 30 students. The researcher choose this subject used random sampling. The writer used a piece of paper, then the reseacher writes the class of paper. After that the paper fold and the writer choose randomly. So, the subject of this reserach is the first grade student TPI(thafidz Putri) class of Ulumul Quran langsa.

2. Place and Time of the research

This research will be conduct at first grade students of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa, Banda Aceh-Medan street, Alue pineung village , Langsa. On 17th October 2017, as the teacher recommendation. The reason why this school was choosen by reacher as the reseacher site . The researcher has ever taught in this school as a teachers training . The reseacher found the students has difficulties about comprehending the text or descriptive text . Futhermore, the reseacher would make the student more interest in learning, active, and understand the text. By using Big Book the reseacher would make them understand the text, because that school has many Big Book , then MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa is islamic school. So the student will be more active when learning with using media to make them comfortable in learning process. Based on the reseacher observation before, the student more passive when learning about descriptive or text,cause they should read and understand the text. While using this media will be interact them .

C. Data and Source of Data

In this study the researcher gathered the data from various sources. The description of the data and the source of data are explained below:

1. Types of Data

a. Primary Data

The primary data of this study is the data forms of classroom observation and interview from the teacher by implementing the Big Book in the classroom. in teaching learning process using Big Book at First grade students of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran langsa.

b. Secondary Data

The secondary data is the forms of supporting data from questioner that the students' responses toward big book implementation at First grade students of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran langsa.

2. Source of Data

a. Teacher and Students

The researcher design interview for the teacher. The researcher interviewed the teacher   to confirm the information gained by the researcher when the researcher is teaching in the class room about the text or descriptive text. Then the researcher implement Big Book in teaching reading comprehension in the classroom. After learning using Big Book the teacher observers the student comprehension in reading is there any student more understand or comprehend the text after implementing this media big book. and the reseacher interview the

student to get many information about their reading comprehension.. The result of interview helped the researcher to answer the first research question.

The researcher gave questionnaires to the students in order to get information about students' responses after their teacher implemented this media in their classes. The result of questionnaires helped the researcher to answer the second research question.

b. Questionnaire

In this research, the researcher collected the data by giving questionnaires to the students . Based on Wilsonand McLean cited in Firda,The researcher chooses student's answer from questionnaire as the main instrument to collect the data because questionnaire was the epresentative for the research to collect the data fast.[39]Additionally questionnaire is writte data that could help the research to remain students' answer or response.

D. Data Collection Technique

In this study, datas were collected by techniques of doing observation, conducting interview and giving questionnaire. First, the researcher involved in classroom observation. Then, the researcher interviewed student and gave questionnaires to the students after teaching-learning process by using Media Big Book.

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[39] Iflakha, Nur, Firda. *Student's Perceptions About Their Reading Attitude Toward AcademicJournal Article in Reading Class of Fourth Semester English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University (Surabaya.2014)

1. Observation

To answer the first question, the researcher involved in classroom observation through doing observation checklist to identify the progress of reading comprehension students by using Big Book at the first grade students of MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa .

The researcher was accompanied by the co-observer who recorded. From this observation, the researcher got much information about student understanding in learning process. The reseacher also could understand more about how the student comprehending after using this Big Book . The result of observation session was described by the researher in order to give more information for the readers.

2. Questionnaire

In this research, the researcher use questioner in collecting data. After teaching-learning process, the researcher give questionnaires to the students to get information about students' responses after their learning descriptive by using Big Book to improve reading comprehension . It is for answering the second research question. The questionnaires will give to the students in the first and second meeting to get valid data.

3. Interview

Interview is a technique that used in qualitative reserach to obtain the source information from respondent. Sarwono state interview conducted with the

informal conversation interview. [40]After teaching process and questionnaire session, the researcher interviewed the teacher to confirm how the increasing of reading comprehension student. Interview took important role in this research.

The researcher interview the eacher by asking about student comprehending and understanding the descriptive text. Then, the researcher took a note to memorize the important statements to add the information which was not available in observation session and strengthen several statements as a concrete proof.

E. Research Instruments

The research instruments of this study which applied by the researcher are observation and interview in order to collect the valid data.

a. Observation Checklist

The researcher use observation checklist as a guide for observing the teaching and learning process of using Big Book in teaching reading comprehension. This instrument will use by the teacher to know how the student comprehending about the text after using Big Book .Observation checklist had made based on the strategies in implementing big book. Checklist technique use as clear observation guide. Observation checklist for identifying the student comprehension after using Big Book in learning. This observation checklist is design using "yes" or "no" checklist based on the strategies of implementing big book stated by Strickland.

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[40] Jonathan Sarwono. *Metode Penelitian Kuantitatif dan kualitatif edisi pertama* (Yokyakarta: Graha Ilmu. 2007) p, 224

b. Interview Guideline

The researcher used interview guideline as an instrument after doing observation with the interviewee. This interview guideline is write as a guidancein implementing big book to confirm observation result noted by researcher.

c. Questonnaire Sheet

In this research, questionnaire is prepare by researcher to gain the data to answer the second research question, that was about students' response after the resercher implemented Big Book in teaching text to improve their reading comprehension. Questionnaire will give for students directly after teaching-learning process using media big book. It is good condition to gain students' responses because what students feel about the implementation Big Book will still fresh in that condition. Questionnaire is the appropriate instrument to obtain the data from many participants. It was better than doing interview to students one by one.

F. Data Analysis Technique

In light of qualitative method, the researcher analyze the data descriptively.The researcher collect and analyze the data based on the data collection technique which gained from observation and interview. Then questionnaire sheet will give after learning process. After gaining the data, the researcher presented the result by describing the data from observation checklist, field note and interview result to answer the first research question. The researcher

present the data about the comprehending the text from the student by using Big Book in teaching reading comprehension. After that, the researcher presented the data about students' response gained by questionnaire.

In detail, the data obtaint from observation, interview and questionnaire will be analyzed through these following techniques :

1. Reducing data

Reducing data refers to choosing the primary data that only needed by the researcher. Reducing data means to choose and focus on the main topic of the research. To reduced data in this study, the researcher ceded data as follows:

a) Categorizing the increasing reading comprehension using media big book.

b) Categorizing students' responses to Big Book implementation.

2. Data Display

After conducting the technique of reducing data, then the researcher set the technique to display the data. In qualitative method, the data display are form in short essay, graphic, etc. By displaying data, the researcher is expect to understand the data which categorize to be arrange in good structure.In this study, the researcher displayed the data as follows:

a) Teaching learning activity

The researcher will describe the activity of learning in the class room by using Big Book in teaching descriptive text to impreve student comprehension. The data from observation checklist by the observer. The researcher combined with the result of interview from the observer.

b) Students' Responses

Firstly, the researcher used the data tabulation of students' responses based on questionnaire result. Secondly, from data tabulation, the researcher used percentages through this following formula to display the data of students' responses:

$$\text{Result} = \frac{\text{Total of each item of students' responses}}{\Sigma \text{ Numaer of the students}} \times 100 \%$$

Finally, the researcher display the percentages of students' responses from each classes.

3. Conclusion

The last technique of analyzing the data was drawing conclusion. The conclusion in qualitative research could answer the research questions, however it sometime couldnot answer the research question because qualitative research is not static when the researcher observed. In this study, the researcher draw the conclusion based on the data that had been interpreted by reflecting on the research questions. The conclusion of this study become the final report of this study.[41]

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[41] Sugiono, *Metode penelitian pendidikan pendekatan kuantitatif kualitatif dan R & K* (Bandung: Alfabeta), p. 243-253

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the research findings and discussion of the study. The reseacher describes the data result in finding part. While discussion, the researcher deduces the findings about the use of Big Book in teaching descriptive text to improve their reading comprehension at MTS (MADRASAH TSANAWIYAH SWASTA) Ulumul Quran langsa.

A. Research Finding

The researcher was started from Oktober 23rd, until November 18th, 2017 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of the Big Book to improve students reading comprehension and how students responses of using Big Book in teaching descriptive text.

In doing the first activity , the researcher made research instrument which were needed, such as lesson plan which contained about teaching material and teaching procedure. Besides, she prepare structured observation sheet to observe the researcher performance and students comprehension, and the interview sheet for the english teacher about student comprehending class about situation during teaching learning process in the class room. She also prepared the questioner sheet to know the respond from the student about using Big Book in the class room.

Those finding are categorized based on the research questions of this study:

1. **Teaching learning activity**

   A. **First meeting**

      a) Pre activity

The first meeting was held on Wednesday, 30th Oktober 2017 the researcher came to the class on time. The first meeting the researcher introduced herself and then checked the students' presence in order to know the students' name one by one. After that the researcher discussed about learning activity as usuall in the class room with the students. The researcher ask to the student about how they are learning as usuall in the class room " Did their teacher use the media in learning activity ? " then the students answer " their teacher do not use the media in learning activity ? " then the researcher ask again that " ever you read English text ? " most of them answer the question" Ever , but they do not know the meaning" so the researcher ask " where did you read English text ?" they answer "Novel, story book and etc". The researcher invite the student learning by using media " Do you want ? " then the student answer together " Yes, Miss " Then the researcher start learning activity :

In the pre activity, the researcher invite them to saying one vocabulary from one by one student based one the theme. After that the researcher give them a piece of paper it has an English text that they should have read the text. Researcher ask about "what kind of that text ?" most of them do not answer the

researcher question. Next the researcher ask about " Do you understand the text? " the students said " No, I do not Understand "

      b) While Activity

After the researcher conducted a pre activity, next the researcher conduct the while activity. In the while activity, the researcher wrote the explanation of descriptive text, the generic stucture, and the language feature and give the student the example of descriptive text. before the researcher explain the material. She Asked "Did you learn before about descriptive text?" the students answer " No, Miss"   after the answering from the student so the researcher explained about descriptive text for the student as briefly as possible. when the researcher explain it. The student seemed to be corious as they never knew about descriptive text befor. The atmosphere of the class was crowded and noisy. Some students were talking with their friends. The researcher waited a few minutes so that the class the class was condusive situation. Then she started to ask something again for the student. The researcher wants know why the students that did not pay attention for the researcher, the answer from tthe student many activity that should have they do, then many homework that shoud have they make, and some of they said that English text was bored in learning because i do not understand the meaning miss. So difficult to know what that text tell us. For the aswering the researcher give students solution by using Big Book the researcher ask again " Do you want learning by using Big Book ? " but until the researcher ask that the student mostly they do not understand "what is Big Book miss?" actually they did not know Big

Book . So the researcher explain what is that media. And they are said " Yes, Miss. So we will not be bored learning miss, because we do not know the meaning from one English text" the researcher ask to the student to pay attention for her, when explaining the material and the students do not follow the researcher instruction, they are talking with their friend and do others activity in the class room, although some of them should pay attention to the researcher.

c) Post Activity

The researcher gave a conclusion of the material given. The researcher asked them to learn more about the material that have been they learn. Next the researcher gave the motivation for the student that they have another problem but they should have an education aboutt the general lesson for intance : English lesson. Moreover the English lesson is a general lesson, but their were having a comprehending text.

d) Observing

In first process of teaching by the researcher is observing in the class room and the student. The result of observing is the researcher motivated the student, and make the discussion with the student to know their compprehend, but some of the student looked more bored, busy, noisy, talking with her friend, sleepy in the class room, they did not paid attention to the researcher because they have many activity out side of the class room. Then the researcher give the solution for the student by using Big Book in learning activity in the class room.

B. Second Meeting

a) Pre activity

The second meeting was held on 1st November 2017 the researcher enter the classroom with the observer. The researcher bring the Big Book in the class room they were more enthusiastic since they saw the media. But before the lesson was begin. The researcher ask to the student about what is descriptive text, and one of them raise their hand and standing , and explain it by using indonesia langauge

The researcher : What do you know about descriptive text, that we learned

last week ?

(apa yang kalian tau tentang descriptive teks, yang telah

kita pelajari minggu lalu ?

Nadhirah   : descriptive text is a teks which describe people

(descriptive teks adalah teks yang menggambarkan

seseorng)

The researcher : any else, students ?

Fatia zikra   : descriptive text is describe things, people, place, and jobs.

(tesk descriptive adalah menggambarkan tentang benda,

orang , tempat , dan pekerjaan)

After some of student give their opinion and explain what they know about the descriptive text generally, but they do not know especially. then the researcher

give an example from Big Book and the researcher start the lesson by using Big

Book as a Media in teachig descriptive text.

b) While Activity

The researcher shown the example of descriptive text from Big Book ,

the title from that story or text is "THE WHITE HOUSE "
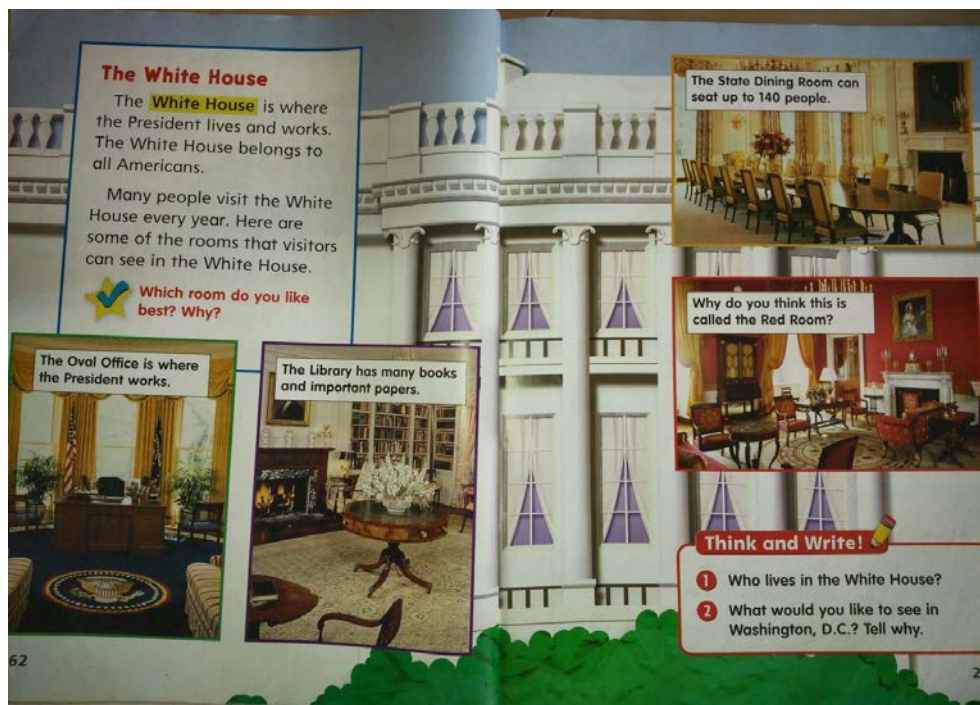
Picture.1

then she was reading loadly from that media and all of the student saw and keep

attention for the researcher reading. She invite the student to read together, and

they read together the story or a text from Big Book . After reading the researcher

explain about the text as an example of descriptive text, before they were discuss

she invite students to find out the difficult word inside of the story and they are

searching together from their dictionary and they find some of word they do not

know the meaning, such as : belongs, visit, visitors, can, see, oval, office, state, dining, room, seat, up. and then they were searching on the dictionary , since they find they tell the meaning, after that she explain about part of descriptive text from that text.

The white house

The white house <u>is</u> where the president lives and works. The white house <u>belongs</u> to all americans . many people visit the white house every year. Here <u>are</u> some of rooms that visitors <u>can see</u> in the white house.

The oval office is where the president works. The library has many books and important papers. The state dining room can seat up to 140 people.

Explanation:

Describing about the white house (place)

Identification about white house use, and who is use the white house

Use simple present (underlines)

The spesific participant is white house is a place of president live and work

So in this text tell us about the describing a place that the president stay and work inside of the story it has oval office that president works , dining room, and has a library. It belongs to all americans moreover the president stay there.

They were so enthusiatic since start find the vocabulary then when some of them find the meaning they tell their friend and next they translated together the story or the text and comprehend the text. they were more active and have a spirit to read. Because of the picture inside of that big book. Beside that most of them get new vocabulary and understand the text easily by helping the picture from that book.

c) Post Activity

In the post activity at second meeting, the researcher give homework for the student with another example of descriptive text for the student by using Big Book . For instance the title is "AMERICA'S SYMBOL"

Picture. 2

then she manage the student to find out the difficult vocabulary that they were not knowing, next they read that text from Big Book and comprehend that text. after they were comprehend that text they can make note on their book and tell the researcher what did they know from the story, one by one at the next meeting.

d) Observing

At second activity, the researcher using the Big Book as a media in teaching descriptive text to improve student reading comprehension. This observation was carried out during the action in the teaching and learning process The teacher of the class observed that the class as usuall the researcher give the student motivation in learning activity and asked them comprehension.They was more enthusiastic when the researcher bring that book in the class room than in the firts meeting . some of student also were more active to answer the question from the researcher. It was recognized that they could interact each other, as they understood the material about the descriptive text.then when using the media they are enthusiastic to know the difficult word from that book, and then they translated together actively.

C. **Third Meeting**

a) Pre Activity

Third meeting researcher was held on 6th November 2017 the researcher enter the classroom with the observer again and bring a Big Book . At that time the reasearcher greeting to the student as usual ask student about their comprehending about last meeting lesson. Next, she give one theme, ask to the

student for mention one of vocabulary one by one student. After that,the researcher begin learning.

b) While Activity

The researcher give time to the student for read together the story that they have been learn last meeting and the reseacher shown them the text from that big book. After they read three times the researcher ask them one by one what they know from that text what a difficult word that she find in the text , most of them stand up and tell what they know. For instance :

1. Atsnan Nufus Z   :Yang saya pahami dari teks ini yaitu membicarakan tentang simbol amerika yang ada pada benderanya, 13 garis garis, dan 50 bintang.

2. Alya Diena   : Yang saya pahami dari teks ini yaitu tentang bendera amerika yang pertama dibuat oleh betty, yaitu 13 garis dan 50 bintang.

3. Nadhirah   : Yang saya pahami dari teks ini adalah bendera amerika ada 50 bintang dan 13 garis yang di buat oleh betty ross.

4. Khairunnisah   : yang saya pahami ini bercerita tentang bendera amerika yang di buat oleh betty ross, di dalam bendera ada banyak bintang dan garis garis , benderanya memiliki beberepa warna ada biru dongker, dan merah dan juga putih.

5. Tazkia kamila   : yang saya pahami kan miss, teks ini menggambarkan tentang suatu bendera yang melambangkan negara

amerika serikat yang di dalm nya ad banyak bintang bintang yang melambangkan tentang ada beberapa bagian negara atau kota didalam negara Amerika miss.

6. Zahwa : yang saya pahami yaitu negara Amerika punya simbol negara yaitu bendera yang di buat oleh betty ross.

Then after some of them explain what they know, the researcher choose another student randomly and asked about what they know about that text. Most of them know and explain it correctly, In spite of that some of them still do not understand the text, but many others students in that class room shown their comprehension increasing by using Big Book .

c) Post Activity

After discuss about the text that they know.the researcher give the time for the student to ask something for the researcher about the lesson. After that Time was up, so the researcher closing the class and continued the class next meeting.

d) Observing

In this meeting, observation was cariied out during the action in the teaching and learning process. The teacher of the class observed that the class was more ready and enthusiastic than the first meeting and second meeting. The student also were more active when the researcher asked them about understanding the text and the difficult word, she can see that most of students enthusiastic when they want to search the difficult vocabulary in their dictionary and comprehend the text easily. Althought some of them still confused about

comprehend the text but they have motivated to searching the meaning from their dictionary. So it means Big Book can make them motivate in learning activity and the student do not still bored, busy, noisy, talking with her friend, and sleepy in the class room.

D. Forth Meeting

a) Pre Activity

The Forth meeting researcher was held on 8th November 2017 the researcher enter the class room with the observer and bring the Big Book . At that time the reasearcher greeting to the student as usual ask student about their comprehending about last meeting lesson. Next, she give one theme, ask to the student for mention one of vocabulary one by one student. After that,the researcher begin learning.

b) While Activity

At the forth meeting the researcher make a group for the student in the class room, so they were not bored in learning activity. In one group has 15 students. It has 2 group. After they seat into the group the researcher give big book for them one book of one group.

First group the title is " PRODUCER AND CONSUMER "
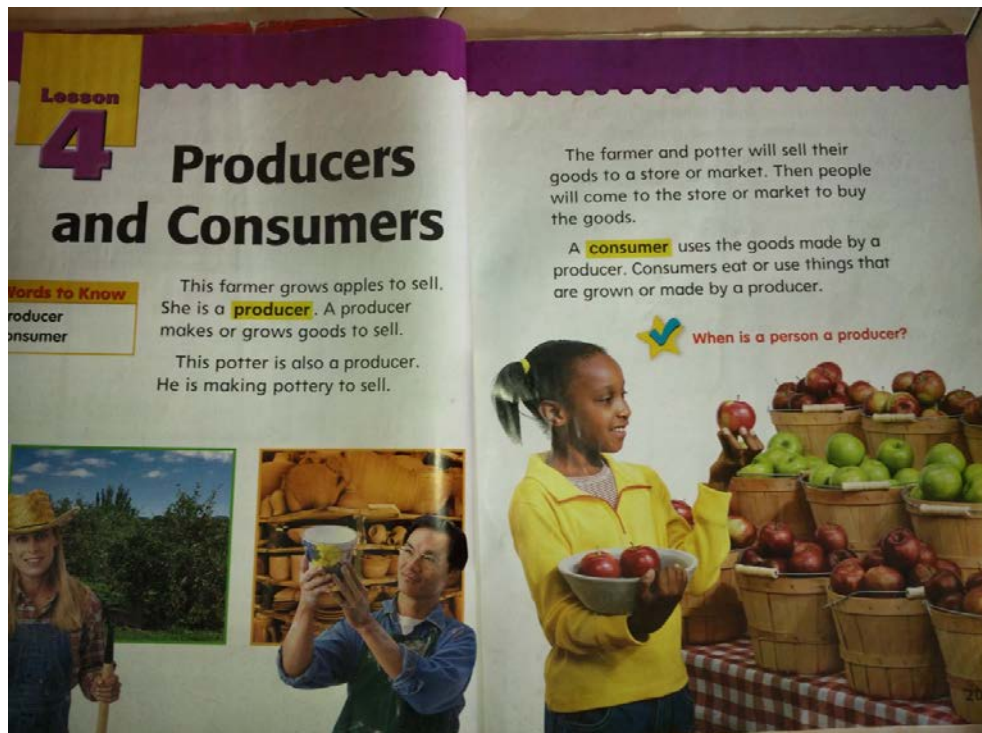
Picture.3

Second group the title is "GOOD AND SERVICE"

Picture.4

In spite of that, they have a time to dissussed with another friend in one of group, they find out of the word that they do not know then they calculate the meaning together and saw the picture and make them know the purpose and mean from that story or text. futhermore they are improve their vocabulary and comprehending the text easily by using that book. The researcher ask them to make the leader from they group, and she want they leader can describe what did thety read from their title. They were choose Anaya Nabila as a leader from first group, and Humaira Arrazy as a leader of second group. After they discussed the text they leader were explain their title briefly

Anaya Nabila   : Assalamualaikum Wr. Wb

Kami dari kelompok pertama akan menjelaskan isi atau maksud dari teks yang telah kami baca yang berjudul " Producer dan consumer " teks ini menggambarkan kan tentang seorang penghasil dan pemakai. Jadi, penghasil itu yang menghasilkan sesuatu atau yang memproduksi sesuatu sehingga orng lain dapat memakai atau menggunakannya, maka ia di katakan sebagai seorang penghasil (producer). Seorang penghasil membuat atau menanam sesuatu agar menghasilkan sesuatu dan bisa di jual. Sedangkan pemakai adalah orang yang menggunakan hasil atau jasa yang telah di buat oleh pnghasil. Contoh nya barang yang di tanam oleh penghasil (producer) yaitu buah apel jadi yang menggunakan apel tersebut adalah pemakai (consumer). Pemakai

memakan buah apel. Jadi cerita ini inti nya menjelas kan keterkaitan antara producer dan consumer.

Humaira Arrazi : Assalamualaikum Wr. Wb

Baiklah kami akan menjelaskan sedikit tentang judul yang kami baca "Goods and Service " cerita ini tentang barang-barang yang sering di beli oleh orang lain contohnya : buku, makanan, mainan, baju dan banyak barang barang lain nya yang di butuh kan oleh semua orang di suatu negara. Barang barang tersebut selalu di butuhkan dan di beli dengan menggunakan uang, semua orang suka sat berbelanja. Tidak hanya barang yang di butuh kan oleh banyak orang akan tetapi juga pelayanan yang sangat di buttuh kan oleh semua orang, contoh nya : dokter, supir taksi, tukang cukur rambut, karyawan dan lain lain. Jadi inti dari cerita ini adalah tentang pelayanan dan barang yang di butuhkan oleh orang banyak akan tetapi dengan menggunakan uang.

c) Post Activity

At the post activity the researcher give student challange to write on the white board the story that have been they read by the Big Book . For first and second group leader stand in front of the class room and her friend on the group give their comprehending and the leader wrote on the white board about the definition from the story , description, and language feature. After that activity time was up and the researcher close the meeting at that day.

d) Observation

In fourth meeting, observation is also carried out during the implementation of teaching learning activity. The class did not noise like the firts meeting the students were more serious to follow the lesson, and they did the researcher instruction. They can respons the question from researcher about the lesson.

E. Fifth Meeting

a) Pre Activity

The fifth meeting researcher was held on 11th November 2017 the researcher enter the class room with the observer and bring the Big Book . At that time the reasearcher greeting to the student as usual ask student about their comprehending about last meeting lesson. Next, she give one theme, ask to the student for mention one of vocabulary one by one student. After that,the researcher begin learning.

b) While Activity

At the while activity fifth meeting the student become more active to searching thierselves a story or a text from that Big Book and the reseacher just giving the time for them to read a text and comprehend by their selves. They have a specially title for theirselves. They read and find out the difficult vocab and try to comprehend the text. the researcher controlled the activity of all students.

c) Post Activity

Post activity the student saw a Big Book and tell to another friend what they have rading before. They were looking understand from one story and another story.

    d) Observation

In this meeting the student had been use Big Book to read a text by her self. They were busy to searching a good story that they want to read. They follow the instruction and they did not talk to their friend anymore.Besides, the students' performance and activities during the teaching learning process was better than the previous meeting, and they also looked fun and enjoyable.

F. Sixth meeting

    a) Pre Activity

The fifth meeting researcher was held on 13th November 2017 the researcher enter the class room with the observer and bring questioner sheets for the student . At that time the reasearcher greeting to the student as usuall ask student about their comprehending about last meeting lesson. Next, she give one theme, ask to the student for mention one of vocabulary one by one student. After that,the researcher begin learning.

    b) While activity

The researcher distribute the questioner sheets for the student. They did the questioner with the correctly and class room was condusive. It means that the student more understand if learning by using the Big Book .

    c) Post activity

After the student fill the questioner the reseacher collect it and giving them motivation for learning English, although they do not know the meaning and comprehend the text but they should more active searching in the dictionary and translating because it can make them have more vocabulary. And make them easily to comprehend others text in English. Thats the motivation from the researcher.

        d) Observation

In this meeting, the teacher observed the class room at the last meeting research. The reserher give motivate for the student.

2. Interview session

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

        a) Students Condition

The teacher said that the condition of the student is enthusiastic in learning activity by using Big Book as a media. They were active and comfortable when used that media by the researcher. Since the reseacher ask student to give more attention to her, they were pay attention for the researcher. The class room more quite than usuall.

        b) Students Comprehending

The teacher said that comprehending from the student more increasing by her observation in the class room. After the researcher was using big book as a media, students energetic in reading tha many picture inside of Big Book so it help them to know what the text mean.

c) Perception by the teacher about using media

According to the teacher using Big Book can increasing students comprehending and their motivation in learning activity. When they have motivation to read something and like to read so they can comprehend the text easily. Based on Snow states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[42]

d) The using of the Big Book

This Big Book are more helping the student in comprehending the text, because of the interesting picture inside of book. Then the easily vocabulary, it can help student to comprenhend. Not only the picture and the vocabulary but also the big picture and big size of book more interesting.

e) Motivation of using media

The teacher said that she is very motivated by using this book. They want use the book as a media in the class room, because it can help her to make the students more understand the materialby using the media.

3. **Students Responds of using Big Book as a media**

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[42] Snow, Catherine E.*Reading for Understanding: Toward Research and Development Program in Reading Comprehension* (Santa Monica: Rand,2002)p.34

In the term of investigation how about students responses after using big book as a media in the class room, the reseaarcher need the data of students responses. The researcher tabulated the data of students responses which were obtained from questioner based on categories.

Table 4.1. Question and Categories

No	Question	Categories
1	Big Books media can emerge my motivation to join learning process	Student's Motivation
2	Big Books media used can emerge deep reaction to know	
3	Learning process becomes more fun using this Big Book	
4	The text is delivered clearer	Media Display
5	The picture on media seen clearer and relevant with the text	
6	The picture on media are looked so attractive and fu	
7	The media helps student to comprehend the text easily	Increasing understanding
8	The vocabularies written on Big Book pages are relevant with the pictures	Content of Big Book

9	The vocabularies are palced on appropriate area	
10	The media can be used easily and praticability	Media practicability

a) Students response toward Student's motivation

Table 4.2 Students response toward Student's motivation

Response Aspect	Very Like %	Like %	Less Like %	Dis Like %
Big Books media can emerge my motivation to join learning process	73 %	26%	0	0
Big Books media used can emerge deep reaction to know	56 %	40 %	3 %	0
Learning process becomes more fun using this Big Book media	80 %	16 %	3 %	0
Mean	70 %	27 %	2 %	

Based on the table displayed, it can be describe that big book brings positive influence toward students' motivation. It proves from the first up to third question which represents student's motivation. Very like and like are high. They are 70 % and 27 %. Although it has 2 % less like, but their motivation in learning by using Big Book more increasing.

b) Students response toward Media display

Table 4.3 Students response toward Media display

Response Aspect	Very Like %	Like %	Less Like %	Dis Like %
The text is delivered clearer	66 %	33 %	0	0
The picture on media seen clearer and relevant with the text	66 %	26 %	6%	0
The picture on media are looked so attractive and fun	86 %	13 %	0	0
Mean	73 %	24 %	2 %	0

Besides that, question number 4-6 which connected to media display, the students' answer percentages show that big book used by researcher as a teachers helps students in understanding a text. it can be seen from answer percentage that all students answer "very like", "like" and "less like". they are 73 % , 24 % , 2 %.

c) Students response toward Increasing understanding

Table 4.4 Students response toward increasing understanding

Response Aspect	Very Like %	Like %	Less Like %	Dis Like %
The media helps student to comprehend the text easily	70 %	23 %	6 %	0

Increasing understanding aspect got 70% in "very like" ,23 % in "like" and 6% in "less like" choice. Moreover it has choice from "less like" but their understanding more increasing, because it helped by the picture inside of big book. So it made them can comprehend the text easily. It proves that Big Book has atractive picture. It helps students in increasing their understanding about the text.

d) Students response toward Content of big book

Table 4.5 Students response toward content of big book

Response Aspect	Very Like %	Like %	Less Like %	Dis Like %
The vocabularies written on Big Book pages are relevant with the pictures	70%	26%	3%	0
The vocabularies are palced on appropriate area	63 %	33%	0	3 %
Mea n	66 %	29 %	1 %	1 %

About content of big book is represented by both questions above. In question number 8 , 70% students anwer "very like". It is higher then the answer of question number 9. It is only 63%. But in answer "like" is in reversethe answer of question number 9 is higher than number 8. While there are 1% chose "less like" and "dislike" in 1 %. Itt shows that the content of big book (vocabularies and sentences) can help student to remember the content of descriptive text.

e) Students response toward Media practicability

Table 4.6 Students response toward content of big book

Response Aspect	Very Like %	Like %	Less Like %	Dis Like %
The media can be used easily and praticability	56 %	26 %	10 %	6 %

The last question is about media practicability it shows that this media can be used easily. 56% students is "very like" with that statement which representing students' tend. While 26 % students choose to answer "like" and 10% students choose "less like" and only 6% students choose "dislike" with that statement. The student 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. Discussion of the study

The researcher has completed the research in MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa, from the result of analyzing in teaching and learning activity in using Big Book as a media in learning descriptive text. The researcher could see from the result of observation and interview from the teacher that the improvement of students understanding about the text is more increasing because of Big Book as a media. As Cowen state that by using media visual will made someone more comprehending and remember the text, information that they read than using a piece of paper of text.[43] So at the result of observation and interview that is from first meeting about the condition in the class room was

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[43] Cowen . *The Teacher's Big Book of Graphic Organizers*. (San Francisco: Jossey-Bass.1984) p.27

more bored all of the student, Then the researcher give the solution for the student by using Big Book in learning activity in the class room and they were enthusiastic. As kasihani state that big book is interesting media in learning for young learner.[44] At the second meeting that they were using the Big Book as a media in the class room they were motivated to read the text of English. As Bamberger state that reading is enjoyable when it is carried out efficiently, it will be usefull and rewarding experience. It can provide the student with the interesting information as well as helping them to improve their English mastery.[45] At the third meeting they were active in searching the difficult word in the text and search the meaning from the text. at the fourth meeting the class room was so serious to follow the lesson, that they are should be work into the group, to understand the English text and they should answer the researcher question about their title in the group. Fifth meeting they tried to read the text by their self and comprehend the text,and they perform in front of the class room to retail what they were comprehend. At the last meeting the researcher were repeatation about the title of the text and the story that have been learning. In the interview session the researcher got the explanation from the teacher that have been observing the class room by using Big Book . The teacher said that the media make students enthusiastic, active, inovatif, comfortable, and more comprehend the English text.as kasihani state that Big Book is interesting as a media in learning for young learners and It can be made by the teacher[46]. Futhermore, the media was effective

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[44] Kasihani, *English for Young Learners........*p 26
[45] Bamberger ,R. *Promoting Reading Habit,* The Unesco Press, Paris. (1975)p. 211
[46] Kasihani K.E Suyanto, *English for Young Learners.........*p. 25

to motivated the students in learning activity. This Big Book was very helping because of big picture and size of font and interesting picture.

Students responses to the use of Big Book in teaching descriptive text have five categories that include in questioner sheet. They are students motivations, media display, increasing comprehension, big book content , and media practicability. Susanto states that response is reaction. It means acceptance or rejection toward what communicator said in a message.

1. Students motivation

Based on findings, students' motivations which are represented by question number 1-3 show that most of students admit that big book used by the teacher emerges students' motivation to join learning process. It proves from 70% and 27 % students answered " very like" and " like".

2. Media Display

For the questions number 4-6 are represented the category of media display. From the data shows that 0 % students do not answer "dislike". Although it has 2 % answer less like, but it proves that students agree with this big book has good visualization. Brown explained " before you read activity helps student to read a text " large print and colourfull illustrations allow whole class rooom to share good stories, serve a concrete focus for reading act and students become more understand about the contents of the story or a text or even stimulate students imagination.[47] From this finding, what the teacher said about picture can attract

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[47] Brown, H, Douglas. *Principle of Language Learning and Teaching*. New Jersey: Prective Hall Inc(1980). p. 136

the students in learning. It's supported by Cain's statement about visualizing as one of some effective strategies to enhance reading comprehension.[48]

3. Increasing comprehension

For increasing comprehension category, it is represented by question number 7. Students answer "very like" in high percentage. It is 70%. From data shows that 18% for "agree" and 0% for other answers. Based on Paivio state that reading is a transaction , a two way process, involving a reader and a text at particular context.[49] So it prove that by using this Big Book as a media, the students' understanding can improve because of interaction from the reader when read some text.

4. The content of the Big Book

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, 3% 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. Based on Ervina research every pages of big book consist of pictures which relevant with plot and also keyword[50] and As Mayer state that students learn better when corresponding words and pictures are presented simultaneously rather than successively. Picture, keyword, difficult and new word

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

[49] Paivio, A. & Clark, J. M. (1991). *Dual coding theory and education.* Educational Psychology Review. p. 232

[50] *Ervina, "Pengembangan Big Book Untuk Pembelajaran Narrative Text Bahasa Inggris di SMP", J-TEQIP, .*

which relevant each other are place in a slide or page. So student will comprehend the story easily.

5. The Media Practicability

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 Big Book implementation.

It seemed that students were more attracted in the use of Big-Book so that they had long-memory to understand how to use good mechanics as stated by Lynch[51] Big-Book can also be powerful motivators for learning. You might, for instance, use the Big-Book to explore letter-sound associations, compound words, verb endings, punctuation, contractions, rhyming words, etc. Familiarity with the story helps build sight vocabulary as well.

Those are the analyzing of research finding that obtained by the researcher in this study about implementing Big Book as a media in teaching descriptive text to improve reading comprehension in MTS (Madrasah Tsanawiyah Swasta) Ulumul Quran Langsa. 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 big book as a media in teaching reading comprehension.

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[51] Lynch,Priscilla. *Using Big Books and Predictable Books.* Scholastic : Canada Ltd. (2008). P 84

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the description in chapter I,II,III, the researcher infers that this "Skripsi" answer the first research question "Does Big Book improve students' reading comprehension at MTS (Madrasah Tsanawiyah Swasta) ULUMUL QUR'AN" the answer is the used of big book as teaching media in the class room will made student more interest in their reading comprehension because from that book they can predict the meaning and comprehend the text easily. At the second question "How is the students' response to the Application of Big Book in teaching Descriptive text to improve their reading comprehension" the students responses can be seen from table that show high percentage of questioner result which can be categorized in acceptance, like, positive, tend to big book implementation.

It can be concluded that the use of big book as a media in teaching descriptive text to improve students reading comprehension is quite success. It can bee seen on chapter vi the description of using big book from first meeeting untill the last. It describe about from they difficult to undertand the text until they can comprehend the text easily. And the responses to The usedbig book as a media can bee seen fom the table that describing about the percentage that most of them very like using the Big Book in the class room.

B. Suggestion

Reflecting on the result of this study, there are some significant suggestion from the researcher stated as follows:

1. The teacher

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 as a media . Moreover for teachers who teach in rural school which has less learning media. Then this research findings can give information to other English teachers that Big book can be used to teach reading for upper grade, for example Junior high school, because Big book is popularly used for teaching in primary school.Then they can apply big book to make their students more interesting and active in learning and teaching activities.

2. Readers

This research findings provide some information about big book implemented by researcher in teaching reading comprehension for readers. The readers include parents, students and other readers in general. For parents, they can absorb a lot of knowledge about this teaching media, then they can immitate and apply it for their children. And for the student, they can use Big Book and take the benefit from it for learning to improve their reading comprehension independently. Futhermore, this is kind of new information for them about teaching learning media.

3. Futher Researcher

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 big book to teach reading comprehension.If there are researchers who are very curious about this topic, the writer hopes that the next researchers can develop the information about how effective this media applied in different school. Therefore, the readers will gain rich knowledge about this media from different school.

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