

THE STUDENTS' RESPONSE TOWARD BIG STORY BOOK PROJECT (BSBP) IN TEACHING READING

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This research is aimed to find out the students response in using big story book project (BSBP) in teaching reading and their opinion about BSBP. The researcher will use descriptive method in order to find out the students response in using the big story book project (BSBP) in teaching reading comprehension. The instruments will be used in this research are questionnaire and think aloud data. The population of this research will be the fourth semester of English department students of Cokroaminoto Palopo University, which consists of 120 students. Cluster sampling technique will be used to take the sample. So, the researcher chooses class IV. F, where the sample is 30 students. The result from this research found that From 10 items in the questionnaire, consists of 5 positive statements and 5 negative statements, describes that most of the students gave positive response toward the use of BSBP in teaching reading to the students. Where, from think aloud data, the students write that the BSBP still needs to be revised, but good and helpful in learning reading as media. The other students give responses by write this BSBP motivate me to read and interesting.

Keyword: BSBP, Reading Comprehension.

1. Introduction

We already understood that reading is very needed and important to be learnt by the students. It becomes a big demand not only for the student but also for the lecturer or teacher in order to give the students understanding in reading. No doubt that the goals of teaching reading at School or University is to help the student developing their language skills easily, understanding what they have red, recognizing the idea of the text, knowing the messages from the text and seeing how words are used in different contexts. It is related to what walker (1996) in Andriyani: 2011 said reading is an active process in which readers shift between sources of information (what they knows and the text says), checking their interpretation (revising when appropriate), the use of context and their response.

Mani cases we found that students are difficult to understand reading the text, to identify the topic from the text, to get the idea from what they read, event to know the instruction on medicine bottle or to fill out the application. From those phenomena, there some aspects should lecturer or teacher do to improve the student's reading comprehension, one of them is providing a good media.

Books as a Media take a big role in determining the learning and teaching success, regardless from the good lecturer. Therefore, designing big story book project

(BSBP) can be one alternative in teaching reading comprehension. Designing BSBP in teaching reading provides response activities for the students and creates creative lecturers in using it in teaching. Big Story Book Project (BSBP) is a large size version, colorfully, big printed word and the story is only from Sulawesi in order to hook the students' motivation in improving their reading comprehension.

The participants of the research will be the second semester English students of Cokroaminoto Palopo Univeristy. Based on interview with the lecturer who teaches English specially reading comprehension, the students still have low abilities in understanding the reading. It is also proven by their scores in final test where mostly get low based on their grade point average.

Research Question

Based on the background, the researcher will formulate the following research question "How is the students' response in using big story book project (BSBP) in teaching reading?"

Objective of the Study

The objective of this research is to find out the students response in using big story book project (BSBP) in teaching reading.

Significance of the Study

This research is generally to give contributions to the development of teaching and learning reading comprehension. It is expected to enrich methods in teaching reading by using specific media. The result of the research will show the students response when see and apply (BSBP) in teaching.

Method of the Research

This research used descriptive methods, it aimed at finding out the students' response towards the use of BSBP in teaching reading. The population of this research was the fourth semester students of English department of Cokroaminoto Palopo University. The sample chose was the class IV. F, where the sample is 30 students

.There were two instruments will be applied in this research. They were questionnaire and think aloud data. the questionnaire was used to know the students response in using the BSBP. The questionnaire consisted of 10 statements in. It was categorized into 2 points, positive and negative. Where, Think Aloud, the students asked to write down what is their opinion, perception, suggestion about the BSBP. In addition, the researcher asked the students to think aloud then wrote paragraphs about the advantages and disadvantages of the BSBP used by the students.

In analyzing the data from questionnaire, all the answers from student on the questionnaire categorized. The result next will describe qualitatively. Where from think aloud data, will be listed and describe.

Finding and Discussion

a. The Students' Response toward the Statements in Questionnaire

In the questionnaire, there were some statements related to the students' response toward. The results of questionnaire analysis which had been distributed to the students were as follows:

Table 1

Item 1: "I am interested with BSBP in teaching reading"

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 10 | 31% |
| 2 | Agree | 18 | 60% |
| 3 | Doubt | 1 | 3% |
| 4 | Disagree | 1 | 3% |
| 5 | Strongly Disagree | 0 | 0% |
| Total | | 30 | 100% |

From the table above, most of the students are interested with BSBP, it can be seen from 18 students (60%) chose agree, and 10 students (31%) chose strongly agree. Although one student doubt and disagree, but it is still indicate, the students response is positive related to this questionnaire.

Table 2

Item 2: "BSBP makes us easy in understanding the reading"

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 7 | 23% |
| 2 | Agree | 11 | 37% |
| 3 | Doubt | 7 | 23% |
| 4 | Disagree | 3 | 10% |
| 5 | Strongly Disagree | 2 | 7% |
| Total | | 30 | 100% |

From this item "BSBP makes us easy in understanding the reading", 11 students (37%) chose agree and 7 students (23%) chose strongly agree. It means most of students felt BSBP is easy. Where, 7 students (23%) felt doubt, 3 disagree and 2 strongly disagree, indicates that not all of the students felt same, but it can conclude, the students gave positive response.

Table 3**Item 3:** “BSBP motivates me to learn reading”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 14 | 47% |
| 2 | Agree | 11 | 37% |
| 3 | Doubt | 4 | 13% |
| 4 | Disagree | 1 | 3% |
| 5 | Strongly Disagree | 0 | 0% |
| Total | | 30 | 100% |

The table above shows that 14 students (47%) believe that the BSBP motivates them in learning reading. In another side, there are 11 students (37%) agree and 4 students (13%) doubt, 1 student (3%) feel disagree but no one strongly disagree with that statement. Thus, the researcher concluded that only few of the students disagree about the help of BSBP. It means, BSBP positive to the students as a motivating tools.

Table 4**Item 4:** “BSBP is suitable as media in teaching reading”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 20 | 67% |
| 2 | Agree | 10 | 33% |
| 3 | Doubt | 0 | 0% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly Disagree | 0 | 0% |
| Total | | 30 | 100% |

We can see the table above that most of the students give positive response toward the statement number 4 in questionnaire. It was proven by 20 students (67%) strongly agree and no students doubt, disagree and strongly disagree. It is strengthened also from 10 students (33%) feel agree. It concludes that, this BSBP positive to the students if using as media.

Table 5**Item 5:** “With big size, colorful, BSBP help me in learning reading”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 9 | 30% |
| 2 | Agree | 14 | 47% |
| 3 | Doubt | 3 | 10% |
| 4 | Disagree | 4 | 13% |
| 5 | Strongly Disagree | 0 | 0% |
| Total | | 30 | 100% |

Related to this item which says that with big size, colorful, BSBP help me in learning reading, has good response, 14 students agree (47%) and 9 students

(30 %) agree with the statement number 5 in questionnaire. Where, 3 students chose doubt and 4 students feel disagree but no students chooses strongly disagree.

It means that with big size, colorful, BSBP is interested to be learnt.

Table 6

Item 6: “The BSBP does not contribute to may reading comprehension”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 1 | 3% |
| 2 | Agree | 1 | 3% |
| 3 | Doubt | 2 | 7% |
| 4 | Disagree | 16 | 53% |
| 5 | Strongly Disagree | 10 | 33% |
| Total | | 30 | 100% |

This item is negative statement, table above shows that most students or 16 (33%) gave disagree response toward the statement number 6 in the questionnaire and 10 students (33%) feels strongly disagree. It stated that BSBP actually contribute to the students reading comprehension, although 1 student chooses agree and strongly disagree, 2 doubts.

Table 7

Item 7: “The BSBP is same with other book”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 0 | 0% |
| 3 | Doubt | 2 | 7% |
| 4 | Disagree | 19 | 63% |
| 5 | Strongly Disagree | 9 | 30% |
| Total | | 30 | 100% |

We can see the table above, from this statement “The BSBP is same with other book”, and the students feel the BSBP is not same with other book in reading, it shows from 19 students (63%) feel disagree and 9 students (30%) feel strongly disagree. No student feel agree and strongly agree; only 2 (7%) student stated doubt response. It shows that, from this table, the students especially in this statement of questionnaire think BSBP is different wit another reading book.

Table 8

Item 8: “The Story of the BSBP is so so”

| No | Classification | Frequency | Percentage (%) |
|----|----------------|-----------|----------------|
| 1 | Strongly agree | 4 | 13% |
| 2 | Agree | 6 | 20% |
| 3 | Doubt | 3 | 10% |
| 4 | Disagree | 10 | 33% |

| | | | |
|--------------|-------------------|-----------|-------------|
| 5 | Strongly Disagree | 7 | 23% |
| Total | | 30 | 100% |

This item questionnaire shows varieties response from the students. All classifications have been filled by the students. 4 students (13%) chose strongly agree, 6 students (20%) chose agree, 3 students (10%) felt doubt, 10 students (33%) disagree and 7 students (23%) felt strongly disagree with the statement above. The item concern of the content, story in this BSBP, so, it can be one suggestion to doing better at the next BSBP. But we can conclude that, the response is positive, it indicates from 10 students chose disagree and 7 chose strongly disagree, although there are students chose agree and strongly disagree.

Table 9

Item 9: “Big size and colorful does not help us enough in learning reading”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 2 | 7% |
| 2 | Agree | 3 | 10% |
| 3 | Doubt | 9 | 30% |
| 4 | Disagree | 9 | 30% |
| 5 | Strongly Disagree | 7 | 23% |
| Total | | 30 | 100% |

We can see on the table above that 9 students (30%) felt disagree and 7 students (23%) strongly disagree with statement Big size and colorful does not help us enough in learning reading, it can be stated that big size and colorful help them in learning students. Furthermore, there were 9 students also (30%) doubted the statement, 2 students (5%) strongly agree and 3 students (10%) agree.

Table 10

Item 10: “BSBP is not needed at all”

| No | Classification | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1 | Strongly agree | 1 | 3% |
| 2 | Agree | 2 | 7% |
| 3 | Doubt | 2 | 7% |
| 4 | Disagree | 10 | 33% |
| 5 | Strongly Disagree | 15 | 50% |
| Total | | 30 | 100% |

The table above was the last item from 10 questionnaires, it shows that most of the students, 15 (50%) felt strongly disagree with the statement. 10 students (33%) chose disagree and 2 students chose doubt and agree. Only 1 students (3%) felt strongly

disagree with the statement. It concluded that BSBD is needed, although in the future, need to be revised or designed with the highest and perfect quality.

Based on data above, where from 10 questionnaires, the data shows, the students give positive response toward BSBP in teaching reading.

b. . Data from Think Aloud

After asking the students to think then write down their opinion about the BSBP, the result can be seen below.

Student A.

I like the story, it is good. By this BSBP also, I know about Lesson Study.

Student B.

Still need to be revised, the language still hard to understand

Student C.

I like, but still hard to use because Lesson Study need many member.

Student D.

I did not know about lesson study but my lecturer always apply in my class.

Student E.

I like the method in teaching, it iss good to use.

Student F.

I need more explanation about how to do Lesson Study

Student G.

I know lesson study from my lecturer. This BSBP can help me to know more

Student H.

The BSBP is good and creative. It helps me to teach, especially the strategy. It make me easy in determining my teaching strategy

Student I.

It is needed by the students when we want to teach by using lesson study. I like

Student J.

I agree if lesson study use. But we need practicing. Lesson study is hard if there is no guider or BSBP.

The data above mentioned that from 10 students chosen to write their opinion about the BSBP, the researcher got varieties opinion. Student A and E, H and J stated that they like, other students mentioned that need to be revised but good and helpful in

teaching at the class. The other one stated that the strategy can help us to teach by using Lesson study and ask to practice before applying at class.

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