

THE EFFECTIVENESS OF IMPLEMENTING BIG-BOOK AND NARRATIVE-SCAFFOLD ON THE STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXTS

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ABSTRACT: The purpose of this study is to investigate whether or not the students who are taught by using Big-Book and Narrative-Scaffold have better achievement in writing narrative texts than the students who are taught without using Big-Book and Narrative-Scaffold in terms of content, organization, grammar, vocabulary, and mechanics. This study employed quasi-experimental with nonrandomized control group, pretest-posttest design. The researchers used writing test, scoring rubric, and questionnaire as the instruments. Based on the statistical computation using ANCOVA, it is concluded that the students who are taught by using Big-Book and Narrative-Scaffold have better 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.

Key Terms: Effectiveness, Big-Book and Narrative-Scaffold, Writing Narrative Texts

English is a global language that is widely used by people all over the world. Due to its importance, English becomes one of the compulsory subjects in Indonesian curriculum. As stated in the curriculum, students have to have competences in four macro skills (listening, speaking, reading, and writing). However, writing is widely believed to be the most complex and difficult one (Widiati & Cahyono, 2006:139). Even though writing is considered as the most difficult skill, Junior High School students have to have competences in writing which is integrated into several text types, for instance writing narrative texts. In order to help students achieve the competences in writing narrative texts, teachers can employ instructional media which are Big-Book and Narrative-Scaffold.

Big-Book is a book which has a big size as well as the font (Suyanto, 2007:104). Due to the size which is different from ordinary books, Big-Book can be seen easily from all part of the class. Besides, it has also colorful series pictures inside to help students became more understand about the content of the story or even stimulate students' imagination. Lynch (2008) found that Big-Book creates secure and relaxed atmosphere in the classroom and attracts students' attention in teaching and learning process.

In order to help students to be able to compose narrative texts, teachers also might combine two or more media in delivering materials in the class. In this research, the researchers combined Big-Book and Narrative-Scaffold in order to help students improve their skills in writing narrative texts. Narrative-Scaffold is a diagram which consists of five schematic structures of narrative texts: orientation, complication, sequence of events, resolution, and coda (Anderson & Anderson, 1997). It is used to help students composing a narrative text.

Before conducting this study, the researchers reviewed some similar previous studies. Related to the Big-Book, the previous studies carried out by Aprilianti (2009), Zainab (2010), Rachmadani (2011) showed that Big-Book can improve students' ability in reading and speaking. Yangrifqi (2008) also gave empirical evidence that Narrative-Scaffold can be used as the medium to help students improving their writing ability in narrative texts.

After reviewing some previous studies, the researchers developed Big-Book and Narrative-Scaffold. There are four Big-Books used in this study. Three of them consist of big-colorful-wordless pictures and the other consists of colorful pictures and many errors in grammatical structures and mechanics. The figures of Big-Book can be seen in Figure 1.

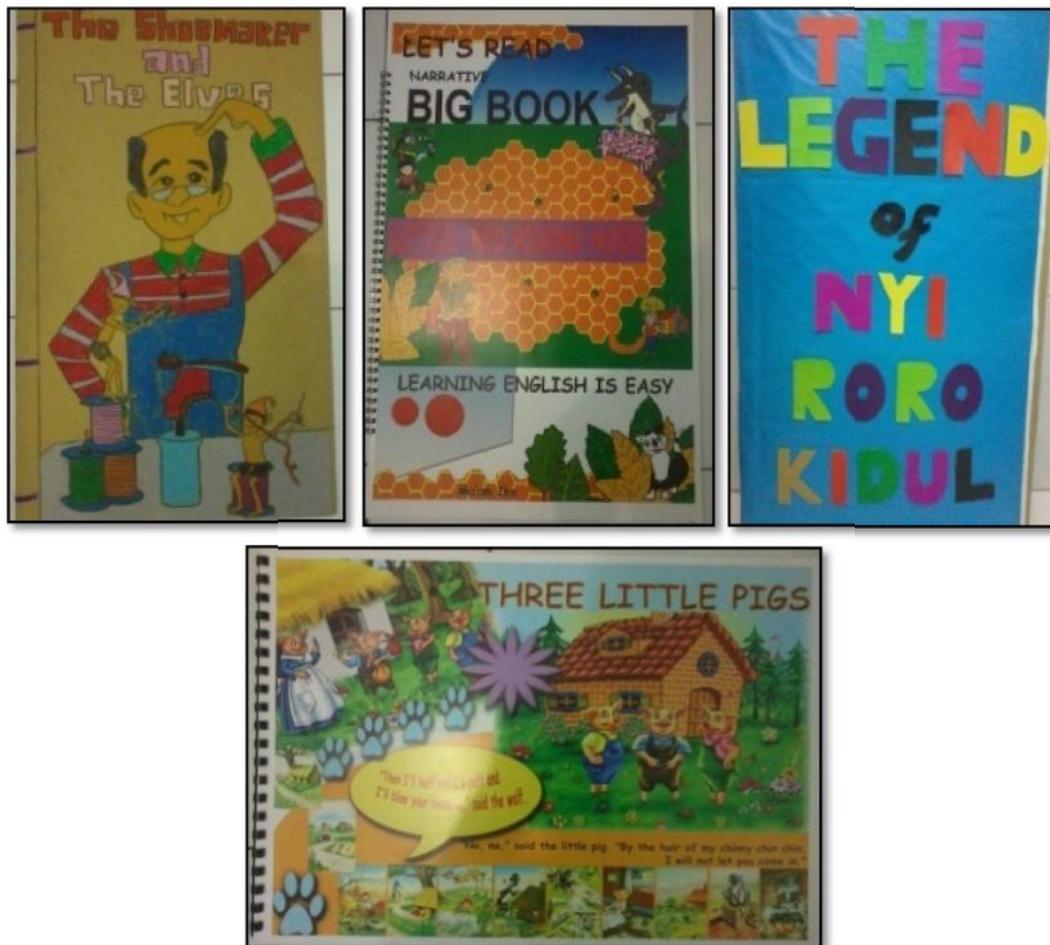


Figure 1 Sample of Big-Books

Then, the Narrative-Scaffold used in this study is adopted from Yangrifqi (2008). It is in the form of diagram which consists of generic structure of narrative texts (orientation, complication, resolution, and coda). The students are also provided with some questions which guide and help students in generating and organizing the idea. The Figure of Narrative-Scaffold can be seen in Figure 2.

Narrative-Scaffold Diagram

Title :	
Orientation •Description of setting •Introduction of characters	Who were the characters?
	What were the characters' characteristics?
	What was the relationship between (among) characters?
	When did it happen?
	Where did it happen?
Complication •A problem or issue arises	What was the problem?
	What did the characters feel about it?
	What did the characters do when facing the problem?
Resolution •The ending of the story.	How was the problem solved?
	How did the characters feel after this?
	How was the relationship between the characters after the resolution?
Coda (if any)	What were the moral values or messages can be learned?

Figure 2 Sample of Narrative-Scaffold

METHOD

The design of this study was quasi-experimental design with nonrandomized control group, pretest-posttest design. This is a typical design for neither school situations, schedules, nor classes that cannot be disrupted or reorganized to accommodate a research study (Ary, Jacobs, Razavieh & Sorensen, 2006:341).

There are three instruments used in this study which were writing test, scoring rubric, and questionnaire. Writing tests were intended to measure students' writing skill in the form of essay of narrative texts in at least 101-150 words. The scoring rubric was used to evaluate students' work in writing narrative texts. The scoring

was concerned on five components, content, organization, grammar, vocabulary, and mechanics. Questionnaire was used to obtain the students' opinions of writing in English and their responses on the use of Big-Book and Narrative-Scaffold in teaching narrative writing. It was also used to see their improvement of their attitude in writing narrative texts by using Big-Book and Narrative-Scaffold.

The researchers conducted the research in Pre-International Standard State Junior High School 1 Batu, East Java. The researchers used VIII-A and VIII-D as the subjects of the study in which VIII-A was the experimental group and VIII-D was the control group. First, the researchers administered pretest at the beginning of the study to see the homogeneity of groups. Then, the researchers manipulated the experimental group by using a treatment which was the use of Big-Book and Narrative-Scaffold, while the control group did not use it. Finally, the researchers administered posttest and analyzed the mean scores of experimental and control groups by using statistical analysis in order to give empirical evidence whether Big-Book and Narrative-Scaffold is effective or not in improving students' achievement in writing narrative texts. In this study, the researchers also employed two raters to assess students' writing product in the pretest and posttest which purpose is to have high inter-rater reliability.

There were two stages employed in the process of analyzing the data. The first was concerned with the descriptive statistics of which purpose was to reveal the characteristics of the data, like maximum score, minimum score, and mean score. The researchers also used pictorial statistics in the form of diagram related to the obtained values in order to depict the condition of data. The second stage dealt with the inferential statistics, intended to answer the research problems, whether or not there was difference in mean scores between experimental and control groups. In the second stage, there were two steps of analyzing the data. The first was concerned with a test of fulfillment of statistical assumptions which consist of the tests of homogeneity, normality, and linearity of the data. Then, the second analysis was concerned with the hypothesis testing in order to answer the research problems. This statistical test aimed to investigate whether or not the difference was most probably due to the effect of independent variable of the study, which was the application of Big-Book and Narrative-Scaffold.

The researchers used Analysis of Covariance (ANCOVA) in the data analysis. The result of ANCOVA then was used to reject the null hypothesis. In this study, the rejection of the null hypothesis was tested at the level of significance 0,05. The obtained F value and the F table were then compared with the critical value of $p \leq 0,05$. If the calculated value lies inside the critical region (the significance $\leq p$ or the F obtained $\geq F$ table), the null hypothesis was rejected and the alternative hypothesis was accepted. If it happened on the other way around, the null hypothesis was not rejected.

FINDINGS

The Result of Pretest and Posttest of the Experimental and Control Groups

From the administration of the pretest for both experimental and control groups the data are shown in Table 1

Table 1 Descriptive Statistics of the Pretest of Experimental and Control Groups

	N	Range	Minimum	Maximum	Mean
Experimental	24	54.00	28.00	82.00	59.6667
Control	24	37.00	41.00	78.00	62.5833
Valid N (listwise)	24				

Table 1 showed that both experimental and control groups had difficulties in writing a narrative text. They had low mean scores shown by the mean scores which are far from the minimal passing grade which was 75. Students also had difficulties in all aspects of writing as shown in Figure 3 which demonstrated that students were still in category of fair-poor in all writing aspects.

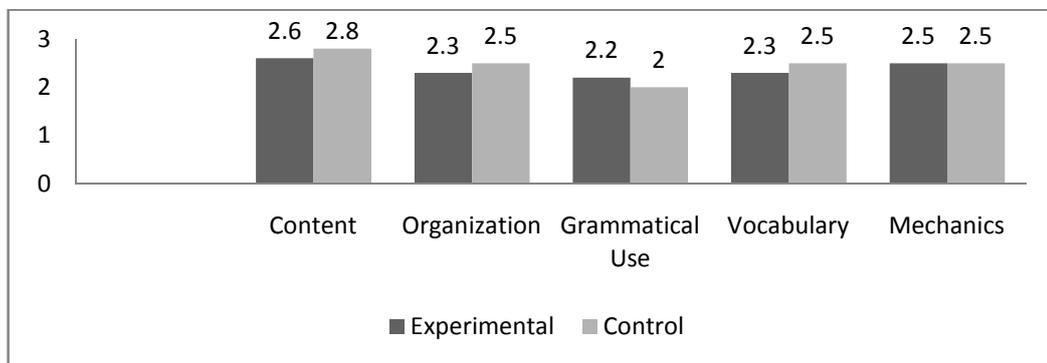


Figure 3 Students' Mean Score on Analytical Aspects in the Pretest

Figure 3 showed that students had problems in content, organization, grammar, vocabularies, and mechanics. Most of students did not have adequate explanation of characters, setting, problems and resolution. Students often did not explore the orientation, complication, resolution and coda clearly. Then, students used present tense instead of past tense. Many students tried to use past tense, but they had problems in deciding the past verb that could be used properly. Lack of vocabularies also made them hard to write their idea in the form of written product. Most of students did not know the proper words to deliver their idea, so they asked to their friends, teacher, and to the researchers. Many students also used improper words which sound funny and weird. Students did not care about punctuation and/or capitalization as well.

Furthermore, based on the results of students' questionnaire and interview to some students, it was concluded that most of students found it was difficult to start writing. They wasted time to think what they should write that there were many students who got only one or two paragraphs and even one sentence.

The result of pretest showed that both groups had similar writing ability. Then, the researchers did treatment by giving Big-Book and Narrative-Scaffold for experimental group for four meetings. While the experimental group was taught by using Big-Book and Narrative-Scaffold during teaching and learning process, the control group was taught using the same materials, but without using Big-Book and Narrative-Scaffold.

After four meetings, the researchers gave the posttest for both experimental and control groups to know the differences between those two groups. However, during the treatment, one student (JUS) from experimental group was absent twice, in meeting 3 and meeting 5, due to unknown reason. Then, one student (RAI) from control group was also absent for three times, in Meeting 2, 3, and 4, as she got an accident. Then, both students were also absent in the posttest. Since they had been absent for more than two meetings and did not have posttest, then, the researchers excluded those two students from the data analysis.

Then, the result of posttest were used to investigate the improvement of students' writing ability after four-meeting treatment. Moreover, the posttest scores between experimental and control groups were also compared to examine the effectiveness of using Big-Book and Narrative-Scaffold in teaching writing, whether or not there was a significant difference between students who were taught with and without using Big-Book and Narrative-Scaffold. The mean score of students' writing performance in the posttest can be seen in Table 2

Table 2 Descriptive Statistics of the Posttest of Experimental and Control Groups

	N	Range	Minimum	Maximum	Mean
Experimental	23	28.00	70.00	98.00	86.0435
Control	23	33.00	58.00	91.00	78.1304
Valid N (listwise)	22				

Table 2 showed that there were differences between experimental and control groups in writing a narrative text after the treatment. It was clearly shown that the experimental group who were taught using Big-Book and Narrative-Scaffold achieved higher mean score. In addition, the analysis of mean of analytical scores also indicated the improvement of both experimental and control groups. The mean score for analytical aspects in the posttest can be seen in Figure 4.

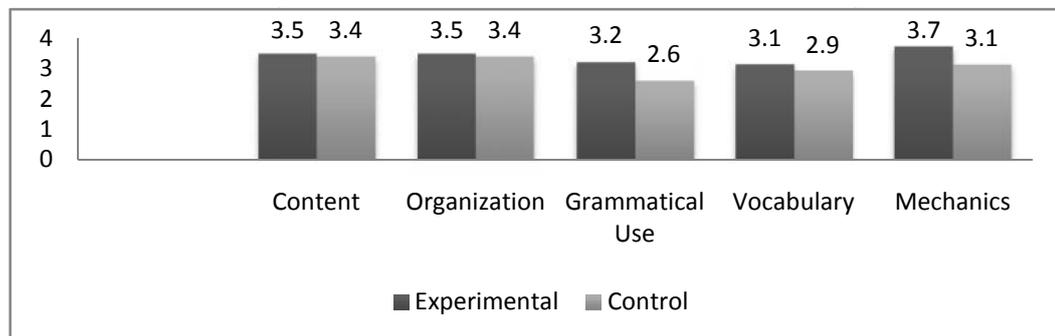


Figure 4 Students' Mean Score on Analytical Aspects in PostTest

Figure 4 showed that students' ability in writing narrative texts improved in all analytical aspects. Both groups were in good-average category in content, organization, and mechanics. Different from the experimental group which had

been in good-average category for grammar and vocabulary, the control group was still in fair-poor category.

In short, both groups had improved the writing ability. It seemed that the mean scores for the experimental group were higher than those of the control group. The differences indicated that Big-Book and Narrative-Scaffold helped students in improving their writing ability. In general, among all writing aspects both groups had better scores compared to the pretest. Even though, the control group did not get the Big-Book and Narrative-Scaffold treatment, the score of control group still made better improvement. Both groups were in good-average category in content, organization, and mechanics. Different from the experimental group which had been in good-average category for grammar and vocabulary, the control group was still in fair-poor category.

The Result of Comparison of Pretest and Posttest of the Experimental and Control Groups

Before administering the ANCOVA, the researchers investigated the test of fulfillment of statistical assumption which gave empirical evidence that the data were homogenous, normal, and linear. Then, the researchers employed the parametric statistics which was ANCOVA to test the hypothesis. The result of computation can be seen in Table 3

Table 3 ANCOVA of the Experimental and Control Groups on the Implementation of Big-Book and Narrative-Scaffold

Source of Variation	Residuals			<i>F</i>
	Degree of Freedom	Sum of Squares	Mean Square	
Between	1	754,898	754,898	10,501 ^a
Within	43	3091,328	71,891	
Total	44	3846,226		

^aSignificant level 0.002

Table 3 shows that the calculated F value was 10,501. The researchers compared the calculated F value with the value in the F table. By using numerator 1 and denominator 43, it was found that the F table at the significant level 0,05 was 4,06. It was revealed that the calculated F value was higher than the value in the F table ($10,501 \geq 4,06$). Then, the significance was at the level of 0,002 which was lower than 0,05 ($0,002 < 0,05$).

Those results of statistical computation, then, give empirical evidences to reject the null hypothesis. The rejection of the null hypothesis means the acceptance of the alternative hypothesis which is the mean score in writing narrative texts for students who were taught by using Big-Book and Narrative-Scaffold was higher than the mean for those who taught without Big-Book and Narrative-Scaffold. Thus, the researchers concluded that the students who were taught using Big-Book and Narrative-Scaffold had better narrative writing than the students who were taught without Big-Book and Narrative-Scaffold. In other words, Big-Book and Narrative-Scaffold is considered as the effective media to help students in improving their ability in writing narrative texts.

The Result of the Analysis of the Students' Questionnaires

Two kinds of questionnaires were also distributed during the research. The first questionnaire was distributed to the experimental and control groups before

the treatment in order to investigate the students' opinion about writing. It revealed that students were difficult to start writing. They had difficulty in generating the idea. It was strengthened by the result of pretest in which there were some students who only wrote one paragraph and even only one sentence. Students also had difficulty in grammatical structures about using past tense in narrative texts, a lot of students still used present tense instead of using past tense. Then, students also stated that they had difficulty in writing due to lack of vocabulary. Students were still difficult to decide what words that appropriately used in their sentences.

Then, the second questionnaire found that the students were excited and interested in Big-Book. It is unique and new thing that they had not known before. It included big-colored-pictures, so they were attracted and motivated to learn English. Then, integrated with Narrative-Scaffold diagram, students found it easier to understand in detail the generic structures of narrative-texts. Students could also learn and understand about grammatical structures and mechanics, which was stereotyped as the difficult and bored materials, in joyful way and far from boredom.

DISCUSSION

Based on the result of the comparison of the pretest and the posttest, it was indicated that Big-Book and Narrative-Scaffold were able to improve students' narrative writing score. It was shown from the score of the posttest in five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Generally speaking, both groups had improved all the writing analytical aspects, namely content, organization, grammar, vocabulary, and mechanics. However, there is improvement difference between those two groups.

In terms of content, both groups had better content in the posttest which meant that students had understood well what the teacher had explained about the aspect of content in narrative texts. However, the experimental group had better mean score than the control group due to the Big-Book and Narrative-Scaffold implementation.

The use of Big-Book motivates students to write narrative texts. Students no longer think that writing is hard task since it makes the enjoyment in the class. The big-colorful pictures in the Big-Book also attract students' attention and stimulate imagination to create a story. When Big-Book is combined with the Narrative-Scaffold, it will ease students to come up with the idea to write a narrative text.

Then, in terms of organization, the experimental group, particularly, who was taught using Big-Book and Narrative-Scaffold had made better improvement in organizing the narrative texts rather than the control group. The betterment on the experimental group is due to the implementation of Narrative-Scaffold. As we know, Narrative-Scaffold provides the diagram on narrative generic structures. The diagram was divided into some parts namely orientation, complication, resolution, and coda which will lead students to have the text with better organization. Then, in each part, there is a guiding questions which lead students to explore more detailed and comprehensive. This is supported by previous research conducted by Yangrifqi (2008) on Narrative-Scaffold. She stated:

By using the scaffold, the content and organization of the students' writings improved. The students' improvement in terms of content was gained through the guided questions in the scaffold that help them to give detailed narrative text. Meanwhile, the students' improvement in terms of organization was gained because the scaffold, which is constructed following the generic structure of the narrative text, helped the students to organize the text in a good order.

Furthermore, the experimental group performed better in grammar aspects. In the pretest, grammar is considered as the most difficult aspect of all. In the pretest, the mean score of grammar is the lowest mean score among other aspects. Both experimental and control groups had the same problems about grammar, past tenses. In the pretest, most of them did not care about what tenses that should be used properly so that they used present tense instead of past tenses. In the posttest, next, like in the other aspects, both groups also had better score than the pretest.

However, the experimental group seemed to have great improvement in grammar. Their grammar achievement are in the level of good-average. On the other hand, the control group who were taught without using Big-Book and Narrative-Scaffold were still in the level of fair-poor. Different from the control group, the experimental group got grammar session using Big-Book which it is highly believed, affected the students' attention and memory.

A number of literature showed that Big-Book is a valuable tool in the teaching of English. Teachers agree that using Big-Book can improve the development of the four language skills. They usually respond to the best of their abilities and clearly display a very high degree of interest in the lessons (Fan, 2007). Wadlington and Hicks (1995, cited in Colville-Hall & O'Connor, 2006) stated that students can observe letter-sound relationships, sentence and paragraph structure, and story grammar in the Big-Book.

Vocabulary, as the three previous aspects, also improved in the posttest. Both groups seemed improved their choice of words cause they had had many modelling of the texts. They had had four modeling texts during the teaching and learning process and all the texts were discussed together so that students could understand and imitate the words they had learned to be used in their own writing.

The last aspect, mechanics, also increased significantly. Not only the experimental group but also the control group had better mechanics in the posttest than in the pretest. After the four meetings, the experimental group had higher improvement than the control group. It was caused by the treatment of Big-Book used in the experimental group. The researchers had implemented Big-Book in teaching mechanics by giving the students a text which had many errors in mechanics while the control group had the conventional way of teaching. By this treatment, 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 (2008):

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.

In line with those previous studies, this present study also showed that the integration between Big-Book and Narrative-Scaffold are effective in improving

students' language skill, particularly writing, for some reasons. Firstly, the visual of Big-Book is a sure hook to make good teaching sense in the classroom. Big-Book is considered to be one of the most effective ways of getting students involved with print (Strickland & Morrow, 1990 cited in Nambiar, 1993). Enlarged texts allow all the children in the classroom to see and react to the words. In a study carried out with the Big-Book, it was found that having the print enlarged served as a concrete focus (Combs, 1987 in cited Nambiar, 1993). If the teacher uses a normal-sized story book, it would be more difficult to get all the children to focus on the same part of the text at the same time.

The findings are also in line with the findings carried by some previous researchers who also conducted similar research. Generally, the result of the research strengthened the result of some previous study carried out by Aprilianti (2009), Zainab (2010), and Rachmadani (2011) that using Big-Book can improve the development of the four language skills. Furthermore, related to the use of Narrative-Scaffold, the previous study conducted by Yangrifqi (2008) shows that Narrative-Scaffold can be used to improve students' ability in writing narrative text.

To sum up, the integration between Big-Book and Narrative-Scaffold is considered as the effective way to improve students' writing ability in narrative texts. It is proven by the higher mean scores of the experimental group compared to the control group. Statistically, the analysis results gave empirical evidence that there is significant difference between the experimental and the control group. These present findings, then, are also in line with the theories and previous studies which also had given many evidences toward Big-Book and Narrative-Scaffold application in the classroom. Thus, the researchers concluded that the implementation of Big-Book and Narrative-Scaffold was effective in improving students' ability in writing narrative texts.

Besides the writing tests, the researchers also used questionnaire to get the students' responses on the implementation of Big-Book and Narrative-Scaffold in teaching writing narrative texts. The results of questionnaire indicated that Big-Book and Narrative-Scaffold were considered as the effective media in teaching and learning in the classroom. All students gave positive responses on the implementation of Big-Book and Narrative-Scaffold.

Most of students in the experimental class stated that Big-Book is very interesting due to some reasons. The first reason is that Big-Book contains big-colorful pictures as well as big-printed letter which will attract students' attention and interest. Secondly, Big-Book was a new teaching media that they never got before. As we know, something which is new are always able to attract our curiosity. These are also supported by Lynch (2008) who stated :

There's something spectacular about Big-Book versions of good children's books. Neither adults nor children can resist the urge to touch and hold them, to savour the richness of their detail. Their visual appeal is a sure hook into their content. ... Big-Book are also produced for pedagogical reasons, and using them in the classroom makes good teaching sense.

Then, to more than three-quarter of the students, the implementation of the media is very helpful in comprehending the materials. The use of Big-Book which attracts students' interest will lead them to concentrate and pay more attention

toward teacher's explanation. This will ease their understanding on the materials. In addition, Narrative-Scaffold which was designed in the form of diagram of narrative generic structures will help students to recognize and differentiate each part of narrative.

Furthermore, the pictures shown in Big-Book and the guiding questions in Narrative-Scaffold diagram will also stimulate students' imagination what should be written to generate a narrative text. Al-Haoqani (n.d.), one of Senior English Teacher in Dakhiliya Region, Oman, said "Big-Book supports understanding". He had conducted research on the use of Big-Book as the media to teach reading. The results of his research concluded that Big-Book allow pupils to follow the story without having to understand every word, because the pictures and text are closely linked. That research conclusion strengthened this present research that Big-Book is also potential to stimulate students' generate the texts based on the pictures in the Big-Book.

Based on the students' responses, it was also revealed that the teaching and learning process in the classroom was more pleasant and alive. All students could enjoy the lesson. Fan (2007) and Al-Haoqani (n.d.) concluded that Big-Book gives positive atmosphere. In this present study, the researchers did the game using Big-Book which created a more relaxing environment in the class. In the game, all students participated in it. The researchers also asked some questions related to the story shown in the Big-Book and gave freedom for students to compete with others in order to answer the questions given. These were effective to increase students' confidence in using English. Al-Haoqani (n.d.) stated that Big-Book encourage learners to participate more as it engages all pupils. He also explained that during the application of Big-Book, most of her learners tried to participate and read, even the shy ones.

The result of questionnaire revealed that students were very attracted to the media. Students said that the implementation of Big-Book and Narrative-Scaffold helped them to understand the materials better. However, in the use of Big-Book and Narrative-Scaffold, both teacher and media had important roles in the class which have to support one another. Without any good and capable teacher who can manage the class, teaching media is useless.

In conclusion the application of Big-Book and Narrative-Scaffold is needed as the instructional media to teach English skills, listening, speaking, reading, and writing. Particularly in writing, Big-Book and Narrative-Scaffold are effective in improving students' ability in writing narrative texts in terms of content, organization, grammar, vocabulary, and mechanics.

CONCLUSIONS

Based on the research problem and the result of data analysis, it is concluded that there is a difference between experimental and control groups. The result of the statistical analysis revealed that there was a significant difference on students' mean scores between students who were taught by using Big-Book and Narrative-Scaffold and those who were taught without using Big-Book and Narrative-Scaffold. The experimental group achieved higher mean scores than the control group in holistic scores as well as in analytical scores (content, organization, grammar, vocabulary, and mechanics). Moreover, the result of the students' responses showed that Big-Book and Narrative-Scaffold attract students' interest

and attention. Big-Book and Narrative-Scaffold also create good atmosphere in the class environment so that students can learn with less pressure or boredom. Moreover, the application of the media eases students to comprehend the materials and generate the idea in writing narrative texts. In short, Big-Book and Narrative-Scaffold are considered as the effective media in teaching writing narrative texts.

The results of this study are expected to give practical contributions to English teachers and future researchers. For the English teachers, the findings of this research can be used as the information dealing with media in teaching writing as the investigations related to the application of Big-Book and Narrative-Scaffold carried out in this present study show positive result. English teachers can use the Big-Book and Narrative-Scaffold in their teaching and learning process, not only in writing but also in other skills. For other researchers especially those who want to conduct similar research, hopefully they can conduct the research on the implementation of Big-Book and Narrative-Scaffold in different text types. The future researchers are suggested to modify the Narrative-Scaffold on the basis of text types' generic structures. Then, research on applying Big-Book and Narrative-Scaffold in higher level of education which is Senior High School is also recommended.

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The effectiveness of implementing big-book. And narrative-scaffold on the students' achievement in writing narrative texts. Ika Fitriani and Bambang Yudi Cahyono State University of Malang E-mail: iieka_f@yahoo.com; yudic2000@yahoo.com. In order to help students achieve the competences in writing narrative texts, teachers can employ instructional media which are Big-Book and Narrative-Scaffold. Big-Book is a book which has a big size as well as the font (Suyanto, 2007:104). Due to the size which is different from ordinary books, Big-Book can be seen easily from all part of the class.