

CHAPTER II
READING COMPREHENSION IN DESCRIPTIVE TEXT
BY USING LAPBOOK

A. The Nature of Reading Comprehension

1. The definition of Reading Comprehension

Reading comprehension is an activity of readers to understand the author's ideas of reading text. Snow (2002: 11) state that reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the act of inference from written text based on complex process of the various source of information related to each other Hilbert, Scott and Wilkinson cited by Sahin (2013: 57). In same line, Woolley (2011: 15) defines that reading comprehension is the process of making meaning from text. It means that, reading comprehension is the ability of readers to take information from reading text and do something with it in a way to understand the information.

To conclude, it is logic to acknowledge that reading comprehension is a must to be mastered by the students. It produces interaction between students and the written text. Therefore, students will find enjoyment when they understand the point of the text and through reading students will attain numerous of information. In addition, reading comprehension enables the students to construct their own conceptual information from

the text. It was not only focus on how far the students understand the context of the text but also how they able to represent the idea or information from the text.

2. The Aspects of Reading Comprehension

There are some aspects in reading comprehension that are crucial to understand; moreover, these aspects are commonly found within the reading test which distributed in every school to check students' understanding toward the text. According to Chesla (2001: 1) there are four basic reading comprehension skills in which readers must know for reading success; they are, being an active reader, finding the main idea of a passage, figure out what words mean without a dictionary, and identifying between fact and opinion. These skills are readers' foundation that may help they to read carefully the reading text. In other words, it will be conclude from the four skills will state before are the aspects for reading comprehension needs to acquire for reading success.

On the other hand, Turlington (2013:147) there are five most common aspects of reading comprehension in which revealed within comprehension test. These five aspects used by the researcher in this research to construct reading comprehension test. It is to check students' comprehend toward the reading text. The five aspects of reading comprehension as follows:

a. Identifying the Main Idea

Main idea is the main topic that is being discussed in a text or in a paragraph. Finding main idea is not always in the first sentence, it can be in the middle or in the last sentence of the paragraph. The reader is expected to understand the main idea of what writer would like to convey in the paragraph.

b. Identifying the Factual Information

Factual information requires readers to scan specific details. The types question of factual information such as question type of reason, purpose, result, comparison, identity, time, and a mount in which most of the answer can be found in the text.

c. Understanding the Meaning of Vocabulary

It means that, the students could help their guessing ability to the word which is not familiar with them by relating the meaning of the unfamiliar words in the text that is read.

d. Making Inference

Inference is drawing conclusion based on the information that has been implied rather than directly stated and it an essential skill in reading comprehension. Inference asks the reader to go beyond what the passage says and predict what will happen next.

e. Identifying the Reference

Reference is the relationship of one linguistic expression to another, in which one provides information necessary to interpret the

other. Reference in reading comprehension is the one of demonstrative pronoun in a reading text. The demonstrative pronoun can be like the use of, it, we, they, this, and others. For example, “the word it refers to?”

Based on the theory above, it can conclude that reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader, and to have good reading comprehension students can identifying the main idea, identifying the factual information, understanding the meaning of vocabulary, making inference and identifying reference.

3. Teaching Reading Comprehension

As one of the important language skills, reading is considered to teach primarily in English as foreign language environment. Nevertheless, teaching reading comprehension is challenging and to enable the students to understand some factors should considered to fully understanding of how to teach students to understand their reading text.

Snow (2002:15) Implies that the challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. It means that, teaching reading is difficult work. Teachers should be aware of the progress that students are making and adjust instruction to the changing

abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them.

B. Descriptive Text

1. The definition of Descriptive Text

In English subject has many texts, they are narrative text, recount text, procedure text, descriptive text, report text, and others. In junior high school only learn about descriptive text, procedure text and recount text. In this research the researcher chose descriptive text.

According to Gerot Linda cited by Mursyid (2011 :2) Descriptive text is a kind of text with purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons or others in general. The social function of Descriptive text is to describe a particular person, place, or thing.

On the other hand, Anderson *et al.* (2003) add that descriptive text is different from information reports because they describe a specific subject rather than general group. According to Friedman (2010) descriptive details mean to grab the reader's attention.

Based on the theory above, it can conclude that descriptive text is to describe objects or persons in which the writer interested. Therefore, the writer should know well what their wants to describe, starts by observing

the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

2. Kinds of Descriptive Text

As we know that descriptive text is a text that describes the features of someone, something, or a certain place (Wardiman *et al*, 2008:16). Descriptive text can be grouped into three types; they are description of a place, description of a person, and description of object or thing.

a. Description of person

In description of person, refers to factual details such as profession, qualifications, family, or aspects such as daily routine, hobbies, interests, achievements, beliefs, ambitions, future prospects, and others. Information about life, lifestyle, and beliefs gives the reader a clearer idea of what the person's character is like (Evans, 2003:5).

b. Description of place

The description of place may include; factual information (age, size, color, material, and others), details relating to the senses to suggest mood and atmosphere, opinion or impressions of the place or building (Evans, 2003:9)

c. Description of object

Describe objects should give accurate information concerning the size and weight (e.g. big, small, heavy, light), shape (e.g. triangular,

oval, square), pattern and decoration (e.g. tartan, striped), color (e.g. red, green), origin (e.g. Chinese, Hungarian) and material (e.g. Woolen, silk, wooden). Descriptions of objects can be found in catalogues, advertisements, leaflets, or as part of letters, reports, articles or stories (Evans, 2003:13)

Based on the kinds of descriptive text above, the researcher use three types of it which are description of person, description of place and description of object to teach the students.

3. Generic Structure of Descriptive Text

In descriptive text has some generic structures based on English book on eight grade, the generic structure of this text focuses on a series of stage that proposed to build information. The stages include:

- a. Identification which identifies phenomenon to be describe.

The function : it is a statement or a short paragraph that identifies the object that is going to be describe. It is usually interisting and able to provoke the readers to be eager to read the text.

- b. Description which describe parts, quality, and characteristic in the text.

The function : it may consist of one of several paragraphs. This part is use to give sufficient description about the object as mentioned in the identification part.

4. Language Feature

Descriptive text often uses 'be' and have. The tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described does not exist anymore. According to Hammond cited by Mursyid (2011:4) claims that the significant grammatical features of a descriptive text are:

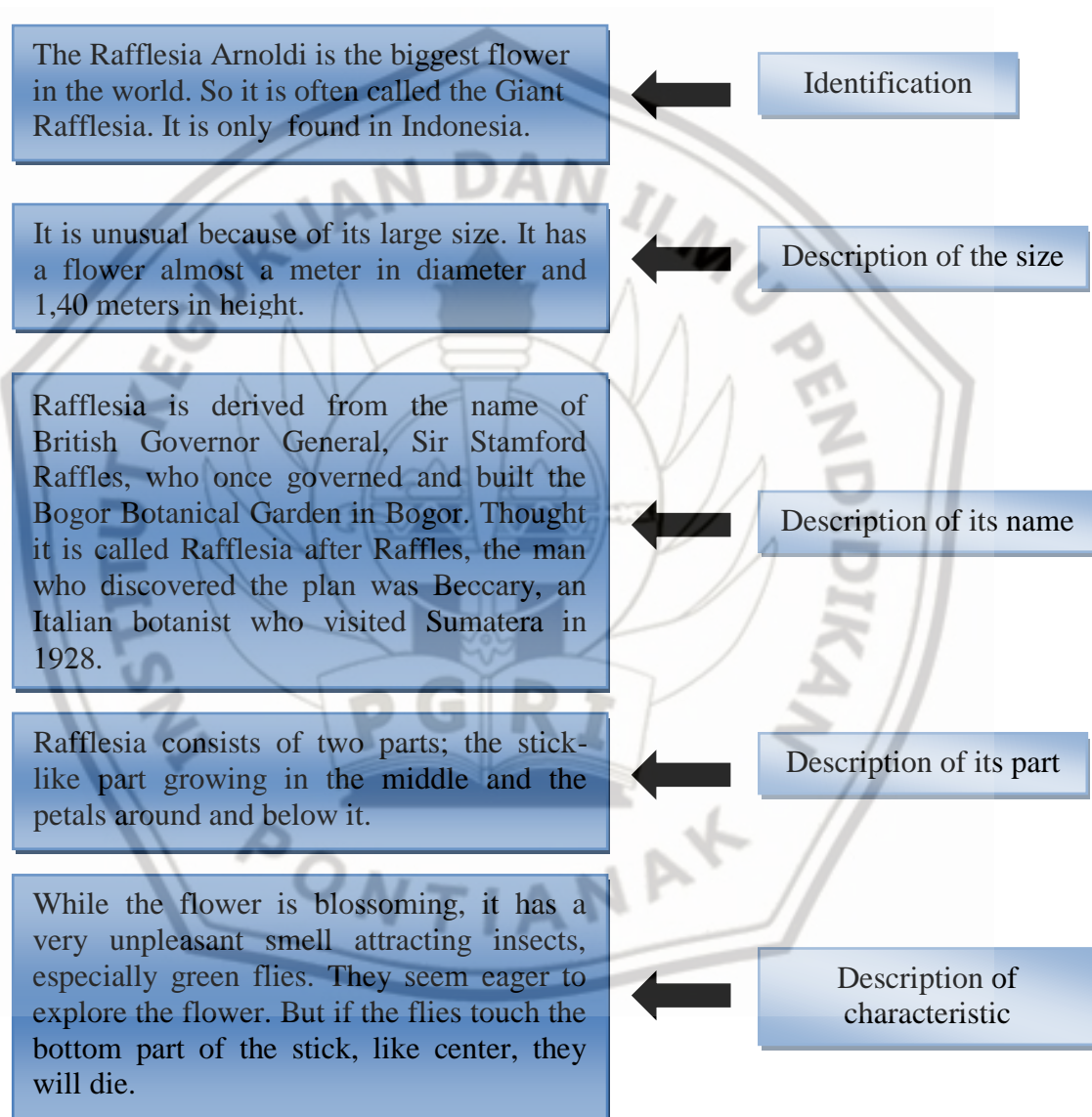
- a. Focus on specific participants, for example: My English teacher, Andini's cat, My favorite place.
- b. Use of Simple Present Tense
Use of Simple Past Tense if Extinct.
- c. Verbs of being and having 'Relational Processes', for example: My mum is really cool, She has long black hair.
- d. Use of descriptive adjectives, for example: strong legs, white fangs.
- e. Use of detailed Noun Phrase to give information about the subject, for example : a very beautiful scenery, a sweet young lady, very thick fur.
- f. Use of action verbs 'Material Processes', for example: It eats grass, It runs fast.
- g. Use of adverbials to give additional information about behavior, for example: fast, at tree house.
- h. Use of Figurative language, for example : John is as white as chalk

5. Example of Descriptive



Rafflesia Arnoldi

Generic Structure



C. The Nature of Medium

Media derived from Latin and is the plural form of the word “medium” which literally means “intermediary” is an intermediary message source (a source) to the message receiver (receiver).

Medium plays an important role in teaching learning process. It helps the teacher to explain the lesson and attract student’s attention in the classroom. If there are teachers who do not use the medium, it only needs to be one thing that is a change in attitude. Moreover, Smaldino, Rushhel and Lowter cited by Falupi (2012) “ A media format is the physical form in which a message is incorporated and displayed”. Therefore, medium used as a tool to channel messages from the teacher to the students to stimulate their mind, feeling, attention, and interest in the learning process. Medium is very necessary because it can affect the effectiveness and efficiency of the learning process.

D. Lapbook as Medium

Lapbook as medium the term Lapbook was first created by Duby as cited in Rusthon (2005:9), a homeschool writer from Virginia, USA. She named it that because the whole project could fit into a “book” that fits in the child’s lap. According to Rusthon (2005:9), Lapbook is a complete collection of booklets and display material from a particular study gathered and displays in a folder-book that fits in your lap. According to Closs (2011:12) Lapbook is an inexpensive portfolio or collection or minibooks, flaps, and folded

display material that provides timelines, diagrams, and written work, from any topic, unit study, book you chose, gathered, glued, and creatively displayed in a colored standard size cardboard folder, often folded in “shutter-fold” that fits in your lap.

Furthermore, Lapbook is one of teaching medium which contains almost every teaching material the teacher use such as timelines, diagrams, written works, unit study, and many else. All of the information are gathered, designed, and displayed in creative way to make students easy to understands the text and also fit in your lap. This medium could applied in group or individual, but in the classroom this medium is better applied in group.

E. Lapbook Supplies

According to Hurr (2010:3), Lapbook consist of some tools they are:

1. File folders (colored or plain/legal or normal size) or large sheets of construction paper.
2. Writing tools (pencils, pens, crayons, markers, colored pencils)
3. Various papers (construction, card stock, index cards, and so on)
4. Library pockets (may be made from folded paper)
5. Adhesive (glue stick, double sided tape, wide packing tape)
6. Scissor
7. Optional Embellishments like stickers, rubber stamps, pictures, clip art, copied ilustrations from a story (for literature lapbooks).

F. The Benefits of Lapbook

According to Keliher (2015) there are benefits of Lapbook :

1. Lapbook can improve retention in learning, reinforce study, and motivate reluctant students.
2. Easy to display, to store and to pull out for review.
3. Lapbook can be used from preschool through high school and with any subject matter.
4. Easy to implement with many different learning style.
5. And can be taught in classrooms and homeschool rooms where there are multiple ages and learning styles.

G. The Weaknesses of Lapbook

According to Keliher (2015) there are Weaknesses of Lapbook :

1. It takes a long time to do it
2. Lapbook should specifically into the topic or matter
3. It requires a lot of equipment to make Lapbook
4. Must prepare print out material or suitable image.

H. Steps of making Lapbook in the classroom

Lapbook was a creative way in reading. This medium requires the teacher to make the other form of the text that the students have read; the students might need the teacher to guide them in reading lapbook. Hurr (2010:4) mention some instructions to help teacher to make lapbook, they are:

1. Assembly

These instructions will tell the teacher exactly how to assemble the lapbook base and how to cut out and assemble each booklet. Here, the teacher will find a layout of where each booklet should be placed in the lapbook and pictures of a completed lapbook.

Figure 2.1

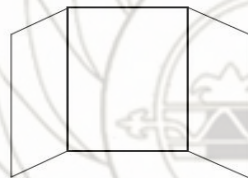


Figure 2.2



Lapbook base

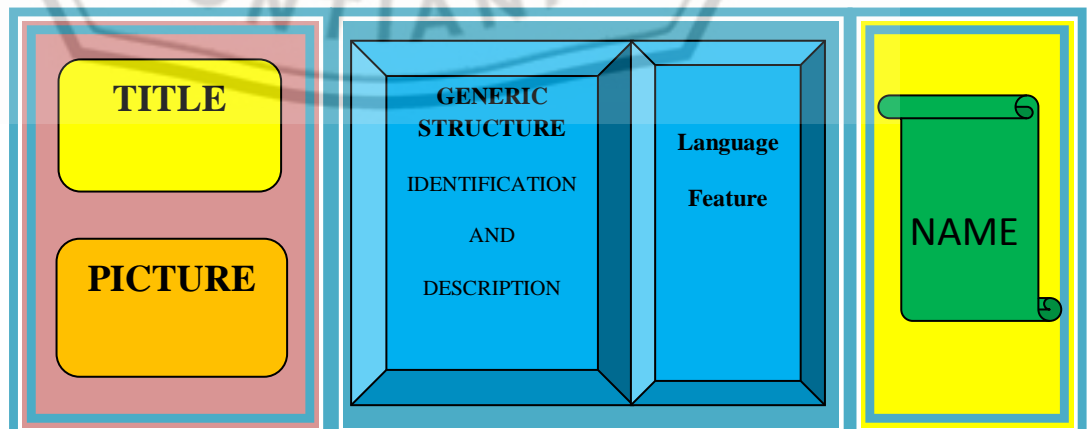
Adapted from: Hurr (2010:4)

Figure 2.1 and Figure 2.2 shows the base that commonly use but the teacher is free to make the other form of lapbook base.

2. Lapbook Layout

Figure 2.3

Inside of Folder



Modified from: Hurr (2010:5)

Figure 2.3 shows the simple example of lapbook layout to give teacher ideas what they have to do filling inside their lapbook. Consequently, teachers have to use their creativity to make the layout.

3. Example of Lapbook

Figure 2.4

Examples



Adapted from: Hurr (2010:7)

I. The Procedures of making Lapbook

1. First Step

Make a basic lapbook cover with a file folder. Unfold the folder and lay it down flat. Take the flap on the right and fold it until it reaches the center line. Fold the flap on the left until it reaches the center line. Crease both of the flaps.

2. Second Step

Because there is a natural fold in the middle of the folder, you will need to strengthen the area. Glue a solid sheet of construction paper down the center of the folder. When you are finished, the center will be a solid piece with one flap on each side.

3. Third Step

Once your lapbook has been formed, it is time to let your imagination go and create a fantastic book. Design your lapbook before you begin. Answer these questions :

- a. What mini-books do I want to create?
- b. What shape books do I want to include?
- c. What information do I want to display?
- d. Are there any templates available on the internet?
- e. Does my foldables book have anything for me to use?
- f. How do I want to arrange everything?

Once you know what you want your lapbook to look like, gather all of your supplies that you need to get started.

4. Fourth Step

Now the fun begins! As you teach your students about science, social studies, reading, grammar, art or math, your students can construct a lapbook that demonstrates understanding. Each booklet will be on a different subject. There are many types of lapbooks your students can produce. If you are not creative but want to try lapbooking, there are many sites on the web that have lapbook templates that can be downloaded. This list will get you started:

- a. Pencil books
- b. Layered books
- c. Mini-books

d. Shape books

e. Flap books

f. Envelope books

5. Fifth Step

Stop after each lesson and allow your students to add the new material to their lapbook. Allow your students to spend time between lessons looking for their own information to add to the book. Let the computer be used to find pictures to print or to serve as a model for the pictures that are drawn on to some of the book covers.

6. Sixth Step

Provide your students with flat and foam stickers and alphabet letters, markers and glitter glue to decorate the page after they have completed the work. Turning the lapbook into a work of art will increase its value in the eyes of your child. This is a great time to put left-over scrap-booking materials to good use.

Supplies Needed

a. Pencil books

b. Stick glue

c. Scissors

d. Construction paper

- e. Markers
- f. Pens
- g. Regular copier paper
- h. Colored copier paper
- i. Dinah Zike's Foldables

Taken From: <http://faqhow.com/education/primary-school/how-to-make-a-lapbook>

J. The Procedures of teaching by using Lapbook

There are several steps to teach the students by using Lapbook According to Lanley (2015) :

1. First Step 'The Topic'

You should choose a topic that will lead to the students motivation, if a child loves animals, a horse or cat lapbook may really delight them or maybe you want to choose one of the academic topics you're already studying.

2. Second Step 'List Sub-Topic'

Once you've chosen an overall topic, break it down into the smaller chunks of information. These chunks or subtopics can be thought of as a day's lesson And make a list of reference materials used are books, websites, or video

3. Third Step 'Select Lapbook'

The next step is where it gets fun! Take your list of subtopics or chunks of information, and consider what type of lapbook would best fit the information. Create your own original folds or styles.

Below are the several section for helping students using Lapbook

Adopted from Lanley (2015) :

- a. Teacher divided them into some groups of 5-6 people.
- b. Teacher gives descriptive text that had been randomized to each group with a different theme.
- c. Teacher asks the students to arrange a descriptive text based on generic structure and language feature.
- d. Teacher gives the time and opportunity for students to apply lapbook and discuss in small groups.

Based on the steps above, the researcher can conclude that procedures had been applied in teaching reading descriptive text by using Lapbook as follows:

- a. Teacher tells the students about descriptive text (generic structure and language feature)
- b. Teacher tell the students how to identifying main idea, supporting detail, understanding meaning of vocabulary, making inference and identifying the reference in descriptive text.
- c. Teacher divided them into some groups of 5-6 people.
- d. Teacher gives descriptive text to each group with a different theme.

- e. Teacher asks the students to arrange a descriptive text based on generic structure and language feature.
- f. Teacher gives the time and opportunity for students to use Lapbook in understanding the descriptive text in small groups.

K. Previous Research Finding

Regarding the discussion on the application of Lapbook as a medium in teaching reading comprehension, there was relevant previous research finding which had been conducted Pujita (2015) conduct a research by implementing Lapbook to the eight grade students it was found that highly effective. This research focus on two kinds of comprehension they are literal comprehension and inference.

This presents tries to fill gap among those previous research particularly in investigating the effectiveness of Lapbook as a medium in teaching reading comprehension in descriptive text, as the main focus is on the following indicators; identifying main idea, identifying factual information, understanding meaning of vocabulary, making inference and identifying reference.