

CHAPTER VI

CONCLUSION, LIMITATION OF THE STUDY AND RECOMMENDATIONS

6.1 Introduction

The previous chapter has presented the findings and the discussion regarding the effect of story grammar on the students' comprehension of narrative text. It has also presented the findings and the discussion of the data collected from questionnaire and interview.

This chapter discusses the conclusion of the present study which deal with findings resulted from the analyses of classroom observation, questionnaire as well as interview. This chapter also exposes the suggestion concerning in this study.

6.2 Conclusion

This study investigated whether story grammar could be used to develop students' ability in comprehending narrative text and what the students' responses towards the use of story grammar strategy. Based on the theories, the findings and the analysis described in the previous chapters, the present study comes to the conclusions as follows.

First, it is found that, the findings of the study indicated that story grammar strategy could develop students' reading ability. It could be seen from the result of students' reading comprehension test in three session of teaching program, the students' performance of retelling the story and in identifying the story parts in story maps during teaching learning process.

Once the students were able to identify the story parts as guided in story grammar then they could understand what the story about even they could retell the story by using their own language.

Second, the students' responses toward the use of story grammar were mostly positive. The data from questionnaire showed that in general the students gave positive responses toward story grammar strategy. They agreed that story grammar strategy was suitable for them. They regarded that it was very helpful for them in term of enhancing their reading comprehension. They found that the use of story grammar not only increased their ability in comprehending narrative text but also increased their speaking ability through retelling the story they was read. They liked to identify the parts of the story then discussed it with their friends. They said that they got many things from the discussion with their teacher and their friends especially related to the lesson (moral value) they got from the story. Everybody had different lesson, this happened depend on their different experiences toward the story.

6.3 Limitation of the Study

There are some limitations of the study. They are related to the object of investigation, the instruments, participants and the result of the study.

The first limitation is related to the objects of the study. This study only investigated the implementation of story grammar strategy in teaching reading of narrative text and the students' responses.

The second one is related to the instruments used in this study. They are observation, interview and questionnaire. The result of the study could

be more comprehensive if the researcher used mix method in doing the research.

The third one is related to the number of participants, the present study only investigated 30 students. The result could be different if it involved a large number of the students from different schools and also involved more teachers in the same regency. Those could be strengthened the present findings.

6.4 Recommendations

Based on the above limitation of the study, there are some recommendations proposed for future research. The recommendations are intended to enrich and find the best way of teaching reading.

Some recommendations can be suggested: First, it will be beneficial if further research enlarge the object of the study not only reading skill of narrative text but also involving writing skill of narrative text.

Second, related to the instruments of data collection this study only used three data collections. It is suggested for future research use mix method in doing the research to gain more comprehensive and valid result. They completed the real students' ability in reading comprehension of narrative text.

Third, it would be better if further research get involved more teachers and more students to gain different result of the same study and to examine the strength effectiveness of story grammar strategy.

Fourth, referring to the weaknesses in this study that the students with learning disabilities or low achiever still find difficulties in identify the

theme of the story, it will be better if the other researcher investigating other way to solve this problem.

Finally, it is recommended that story grammar strategy can be used as an alternative in teaching reading of narrative text at different context and different level of education.