

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, several findings of the research are explained together in conclusion. The suggestions of the research are also presented briefly which is intended to the teachers, further researchers, and readers.

5.1 Conclusion

The research was focused on the implementation of story map in teaching narrative text in the classroom. The research was intended to investigate how story map may improve students' reading comprehension in learning narrative text.

The result of the research supported the implementation of story map in improving students' reading comprehension while learning narrative text. The story map was applied during the second until the fifth meetings in the classroom in which the students achieved better understanding towards the reading comprehension of narrative text at the end of the session. The result also showed that story map is appropriate and effective in teaching reading comprehension of narrative text to the eight-grade students in one of Junior High School in Bandung. The argument is supported by the data gained from the classroom observation, interview, and reading comprehension test. Moreover, there are some steps in implementing story map in teaching narrative text in the classroom that were found in this study. Those are (1) the introduction of story map; (2) filling each elements of story map; and (3) discussion and reviewing.

Story map can be used as a teaching media in which the students can improve their reading comprehension in learning narrative text during the classroom session. This teaching media had stimulated the students to be more interested in learning English, especially the reading comprehension. Most of the students expressed that they enjoyed during the learning session using story map.

Besides, this study also found out that there are some ways of story map in improving reading comprehension in learning narrative text. The result derived from the classroom observation, interview, and reading comprehension test showed that (1) story map builds upon prior knowledge and (2) story map helps to

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organize story content. Because (1) the story map is a highly effective, practical way to help students organize story content into a coherent whole; (2) it is an effective strategy for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels); (3) Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others; (4) this concrete representations aid students in visualizing the story; (5) students can be more easily to see how the story pieces mesh, they continually apply the story map when they predict what might happens next in one story after another; and (6) it enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

It is found that most of students' response toward the implementation of story map in improving students' reading comprehension showed that students were attracted and enthusiastic following the learning activities using story map, it is because they just met a new technique to make their reading comprehension process become easier and interesting. It is assumed that students enjoy learning story map since the students' responded positively in the learning activity. Story map also helped students to achieve the improvement of their reading comprehension test.

5.2 Suggestions

Based on the research findings and discussion, the researcher could propose some suggestions that story map should be used in teaching learning process to attract students and to help students doing their assignment. Story map can be applied in different types of genre as well. Dealing with the suggestion of the future study, the researcher should explore the technique of teaching language learning that will help students in a class in different levels of grades or different genres.

The last, hopefully this research will give a good impact to the students and teachers during teaching and learning process. The researcher also hopes that any further studies can be conducted to fill in the gaps occurring in this study. In a

broader perspective, this research is supposed to bring the enlightenment and expand the knowledge in teaching techniques and strategies for the better future.