

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter, numerous findings of the research were described together in conclusion. The suggestions of the research were also delivered which was intentional to the teachers, further researchers, and readers.

#### **1.1 Conclusion**

The research was focused on the use of picture book in teaching reading for junior high school students. The research was intended to investigating the use of picture book in helping junior high school students learn reading narrative. This research also aims to discover the students' responses to the use of picture book in teaching reading activity for junior high school students.

The result of the research revealed that picture book helped the teacher and students in reading narrative activities. The use of picture book was observed during the lesson in A and B classrooms in which students achieved better comprehension to the narrative story in the reading activities. The use of "The Lorax" book as the tool of picture book facilitated teacher and students to carry out all of the steps in reading narrative activities adopted from Honig, Diamond and Gutlohn (2008).

The result also displayed that more than 50% responses were positive regarding the students' responses to the use of "The Lorax" book, which was the tool of picture book as media for learning in teaching reading. The book with pictures can be used as a media in which the students can improve their vocabulary mastery in English language during the reading activity. This teaching media had encouraged the students to be more interested in learning English, especially in understanding the

narrative story. Most of the students stated in the questionnaire that the pictures in “The Lorax” book helped them to comprehend the vocabularies and story in the book.

Most of the students also agreed that learning with picture book helped them to understand the moral value in the story. Moreover, the elements that helped students learn English in reading activity such as pictures and imaginative characters were believed to provide the connection in helping the teacher to deliver the reading activity as well in helping students to receive the information in reading activity based on the data collected in this research.

## **1.2 Suggestions**

The suggestions were directed to English teachers and for the needs and importance of future researchers. There are many books with pictures that teachers can select based on the situation and condition in the classroom. One of the important things is the way of teacher delivers the book to the students based on the theory in teaching reading.

Honig, Diamond and Gutlohn (2008) recommended the steps of reading narrative activities that can be categorized into three: initial steps, main activities’ steps, and post activities. Teachers should apply the steps in their reading activities with picture book in which according to the data in the research picture book aided the teacher in teaching reading narrative.

Some of the research limitations lead as expected into suggestions for further research. The first suggestion, the reading activities could not be run well without book that has interesting pictures that can attracts students’ attention in learning English. It is important since the young learners typically get uncontrollable if the illustrations in the book are not interesting enough for them.

The second suggestion, the further researcher should attempt to conduct this procedure in other levels with more numbers of students and in different situations in

order to determine its contribution in teaching reading activity. Furthermore, since the research only observed six meetings of reading activities with picture book, hopefully further researches will conduct the research for the longer period and use the other type of evaluation to uncover richer details regarding the issue.