CHAPTER V
CONCLUSION, PEDAGOGICAL IMPLICATION AND RECOMMENDATION

This chapter presents the conclusion gained from the previous chapter. As mentioned in the previous chapter, this research was conducted to find how illustration affect the students' reading comprehension and to investigate the students' attitude toward the use of illustrations in the students' reading comprehension. The result gained from the findings revealed that the use of illustrations was effective in improving the students' reading comprehension. The data gained from questionnaires and interview showed that illustrations helped the development of the students' reading comprehension. Besides that, the data collected from questionnaire and interview confirmed the previous studies that mentioned reading by using illustration build their reading comprehension and make the students motivated in reading activity.

5.1 Conclusion

Based on the previous chapter, it was found that posttest mean score of experimental group was 78.9517 which is higher than the mean score posttest of control group 58.3517. It means that the mean of N-Gain score in experimental group is higher than in control group. The different result of experimental group is +18.7138 which is higher than the different result of control group -1.7242. It means that the data distribution in the control group was more equal than in the experimental. The gain scores of both group were presented in the chart below:

In experiment group, there is a difference between mean score in pre-test and post-test, that is +18.7138. While in control group, there is also a difference between mean score in pre-test and post-test, that is -1.7242. From the data, it can be seen that both groups have difference. In experimental group, the difference is positive. The mean score in post-test is higher than mean score in pre-test. It differs from the control group. In the control group, the difference is negative. Besides, the mean score in post-test is lower than mean score in pre-test.

In reading text, the students are supposed to visualize the content of the text. Since the posttest score of experimental group is higher than the posttest of control group. It shows that the students were better in visualizing the content of the text. This result is in line with the theory that mentioned that visual tool help students visualizing step-wise of instructions in a technical manual.

The implementation of illustrations here is also an appropriate strategy in teaching reading comprehension. This is in line with Paris (1991) who states that strategies are more efficient when they become generated and applied automatically as skills. The illustrations designed were generated and applied in experimental group in several sessions those are session 1, session 2, and session 3. This influences the students' reading skill step by step.

The illustrations implemented were designed as real as possible. When there are some people as the content of the text, the illustrations also provided real human figure on it. Since the posttest result of experimental group is higher than the posttest of control group, it can be seen that content in illustrations also contributed in the students' reading comprehension partially in eye-gaze. This is also in line with the statement as follows, eye-gaze patterns of images demonstrate that viewers show a strong preference for the human figure in illustrations (Buswell, 1935; Fletcher-Watson, Findlay, Leekam and Benson, 2007; Yarbus, 1967).

Based on the data, the students showed positive response in three aspects of attitudes those are cognitive, affective and behavioral. In cognitive aspect, it explains clearly that the students show positive attitude toward the implementation of illustrations in reading comprehension. Those positive responses were expressed as the following statements. First, the implementation of illustrations is an interesting way to learn reading comprehension. Second, the implementation of illustrations is an effective way to learn reading comprehension. Third, the implementation of illustrations is an appropriate way in learning reading comprehension. Fourth, the implementation of illustrations is easy to understand and read.

Those positive statements above can be seen from the mean of cognitive aspect 3.96 which is higher than neutral score. The students disagree with mentioned that illustrations are not easy to understand. They also disagree that illustrations are not appropriate and effective way to learn reading comprehension. Besides, the students disagree with the statement that mentioned illustrations are not easy to understand.

Based on the data above, the students considered illustrations as a safe media to learn reading comprehension, felt motivated while reading activity and could improve their reading skill. Those data mentioned above were in line with the statement from Peeck (1993) who lists a number of reasons why pictures should facilitate learning, including increasing motivation, focusing attention, depth of processing, clarification of text content, dual-coding theory, distinctive encoding, decreasing interference/decay, processing support for the type of information typically extracted from a specific type of text and serving as mental models.

Besides cognitive and affective aspects, there is behavioral aspect which is also important to know students' response toward learning reading comprehension and learning English in further. The data from behavioral aspects showed that the students responded positively toward the implementation of illustrations. Practicing reading by using illustrations has enhanced their motivation to read more English text and learn English in general. It is in line with the theory mentioned previously from Peeck (1993) who mentioned that pictures have several reasons that facilitate the students' learning those are increasing motivation, focusing attention, gaining deep processing, clarifying text content, coding theory, distinctive encoding, decreasing interference/decay, processing support for the type of information typically extracted from a specific type of text and serving as mental models. Peeck also recommends teaching visual literacy in the context of teaching reading comprehension.

From the supporting interview, the students mentioned their opinion whether using illustrations is interesting way or not. They mentioned that the implementation of illustrations can lighter reading activity, entertain the students itself, approach the students' interest and give a fun affect in reading. This is also mentioned by Pullen and

Pence (2008; Justice et al., 2005) who mentioned that mainly studied how much attention is paid to text in comparison with illustrations.

Based on the interview, it can be seen that positive students' response from affective aspect was supported positively by the interview result. The students mentioned that the existence of illustrations could lead the students to know the unknown words and understand the content although they did not answer perfectly. They also stated that the implementation of illustrations gave positive effect in learning reading comprehension because the illustrations were colorful. This is in line with the statement from Levin (1981) who mentioned one of picture functions, representational pictures mirror part or all of the text content and are by far the most commonly used type of illustration.

From the interview result above, it can be seen that the students' opinion supported the behavioral questionnaire in previous part. The students' opinion stated that the existence of illustrations was not creating monotonous atmosphere of learning reading comprehension. They also stated that the illustrations helped them to conclude the content of the text. Those functions of illustrations could be distributed well when the content and the topic of the text were in line with the students' need and the students' department. This is in line with the function of picture itself as a decoration in the page and the text. Since the students were helped to visual and remember what they have got, this function is in line with Levin (1981) who mentioned the function of picture as transformational, pictures include systematic mnemonic (memory enhancing) components that are designed to improve a reader's recall of text information.

5.2   Pedagogical Implication

In this part, the researcher will showed pedagogical implication of the research as the reflection done by the researcher on the research findings during the research as follows:

1. The Importance of Using Illustrations in the Students' Reading Comprehension

The implementation of illustration in the students' reading comprehension coould help the students to improve their reading comprehension especially in reading

informational text. In reading informational text, there is a structure which is more complex than the other text such as narrative text. In this case, illustrations played important role not only in helping teacher to encourage the students to gain their interest in reading comprehension, but also helping the students in understanding the content of te passage. The result of the research revealed that the use of illustrations could help students in identifying main ideas, understanding vocabularies, paraphrasing, making conclusion and visualizing.

These positive impacts of the use of illustrations in teaching-learning activity should be noted in mind. Teacher can continue implementing the positive effect of illustrations to help the students' reading comprehension. In the era of using technology, there were still many students who agreed toward the implementation of illustrations. The students thought that using illustrations is sinple enough and they can access them without connecting to the internet because the illustrations were already prepared by the teacher and presented on the screen. In the process of implementing illustrations in teaching-learning process, of course there are some limitations should be avoided as mentioned in the previous chapter.

2. The Importance of Teacher's Creativity

Teacher has responsibility to assisst students in teaching-learning activiy. In learning program, there are four skills those are soeaking, reading, listening and writing. Every skill has its own difficulties include in reading. Some students find it easy when they are supposed to read a certain passage or text. On the other hand, some students find it difficult to understand the passage or text. When this case happened, it is the teacher's responsibility to help students by implementing different kind of strategies.

Teacher's timetable which is fulled by schedules, sometimes it makes the teacher find difficulties to maintain and prepare the material for teaching-learning process. This problem causes the teaching-learning activity has a limitation to reach the succession of the learning process. However, this limitation should be avoided by the teacher, so that the teaching-learning activity can be conducted smoothly, the students' learning activity is supported and facilitated by some strategies and materials.

3. The Importance of Students' Awareness toward Reading Activity

In reading activity, there are many kinds of reading text those are narrative, descriptive, procedure, informational, report text and many more. Some studies sgowed that many students found it difficult when they had to read informational text than narrative text. It occurs because informational text consisted of structures which is more complex. Sometimes, when adult students are supposed to read informational text, they only rely on their children' knowledge, that is why they are difficult to find the meaning of the content of the passage.

To avoid this problem, teacher should maintain and encourage students to maintain their reading comprehension. When students face elementary school level, they are encouraged to read passage in children level. After that, when students are in a higher education, they are supposed to keep maintaining their reading comprehension and not supposed to skip reading activity. One problem will occur when students keep their reading activity in one stage, that is a gap knowledge. A gap knowledge will be experienced by students who skip their reading activity in one stage. When this proble happen, the students will have a lack understanding when they face a higher level of reading passage.

5.3   Recommendation

Before the researcher stated some recommendations, she would like to state some limitations in her research. This study is limited in some ways. First, this study is limited in terms of topic. Actually, there are many researches that have found the functions, the effectiveness of the use of illustrations in teaching-learning activity. There are also many theories and ideas support the use of illustrations in both in young and adult learner. Apart from the fact that the implementation of illustrations has been already proven, the researcher still tends to find out and measure the students' ability in her work area.

Second, this study is also limited in terms of content coverage for it only focuses on teachers' indirect feedback from the use of illustrations in teaching reading

comprehension. In this case, other types of feedback have not been covered by this study. Finally, the empirical study result is also considered as limitation to the study.

Besides the limitation which have been mentioned above, the researcher found some recommendations from the students participated in the class. Besides, this study is still far from the perfect one. There are some recommendation which can be considered by the further researcher those are:

1. When distributing text, it would be better to consider the word length of the text. The researcher also should provide a text with considered density. A text with shorter word length was not too good for adult learner, but a text with too much word length was also not appropriate way to encourage students in learning reading comprehension.

2. When using illustrations in teaching reading comprehension, it would be better if the teacher not only printed the illustrations along with the text but also shows the illustrations in front of the class so that the disadvantage of illustrations can be maintained as well. One of the disadvantages of illustration is about distance. In this case, the teacher are not only supposed to consider the size and color but also to consider the distance.

3. In teaching learning, it would be better when the teacher provides a set of game or fun activity before or after learning process so that the students will be more motivated in learning English especially in learning reading comprehension.

4. The place where the researcher conducted the pretest and posttest also should be considered as well. From this study, the room where the researcher collected the data was not large enough since the number of students were 29 students. Actually larger room was needed since the students were supposed to sit apart from one to another when they had to participate in pretest and posttest. It was because some rooms were re-constructed so that the researcher could only use provided room and she could not choose another room which is larger.