

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the study and suggestions for further study. The first section discusses the conclusions of the study based on the two research questions that have been presented in chapter I while the suggestions for future study on teaching literacy are presented in the second section.

5.1 Conclusions

This section presents the conclusion derived from the data analysis and discussions relevant to the research question addressed in this study, to do with the role of picture books in helping young learners develop their literacy and the students' responses to picture books in teaching literacy.

In terms of the role of picture books to help young learners in developing their literacy, the findings revealed that picture books could help students develop their literacy skills that is reading and writing. The students' development of reading ability can be seen from their capabilities of reading (engagement), comprehension, vocabulary knowledge and concepts about prints. This in line with the finding from De Malendez & Sanchez (2007) that children can learn many skills of literacy which include reading, learning vocabulary, comprehension and concepts about print through picture books.

Moreover, in terms of writing skills, picture books can help the students develop their writing ability. This can be seen from their ability to write sentences, a paragraph which is relevant to the story in the picture books. However, in terms of writing ability, students' text indicates that the students still need a lot of guidance in terms of spelling, grammar, sentence structure and punctuation. This is relevant to the concept of writing that writing is not one shot activity that the students should write a text in different drafts and that the teacher should give them appropriate guidance.

Regarding the students' responses to the picture books, they admitted that they were interested in learning English literacy through the picture books. They further explained that although it is an uncommon situation for them to read English story from picture books, they still enjoyed reading and writing activities using picture books.

Overall, the result of the study showed that the use of picture books could help young learners develop literacy skills. Moreover, the students also responded positively toward the use of picture books in the learning process.

5.2 Suggestions

Based on some findings, the study suggests that picture books should be used in teaching literacy to the students. Moreover, the teacher should also have strong capacity in literacy and in using picture books in the teaching learning process. Furthermore, further study should also be

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conducted to find out the impact of the use of picture books in a long period of time in helping students improve the reading and writing especially in terms of spelling, grammar, sentence structure and punctuation.

Besides, further research should also be conducted in a larger class in the school to find out the impact of picture books in a big size class. The teacher should have great capabilities in managing a classroom. Due to the limitation of the site and participants in this study, the teacher can control the students' movement easily. The study was conducted during an English private course in the respondents' house, not in the school where there are many students can follow the learning process. This limitation of participants may effect to the result of this study.

In addition, the teacher should have a greater voice and ascertain that all students are facilitated impartially. They can hear the teacher's voice and see the pictures in the book clearly. Then, the students can enjoy the story and the teaching objectives run well. It is also important for teachers to identify young learner's characteristics which aim to maintain their interest during the teaching process.

Meanwhile, picture books are rarely found in the book store. The teacher may find the picture books from other countries or they could make picture books creatively by themselves and try to adapt the story from familiar story for children. In addition, the picture books should have good and appropriate content based on the learning objectives and children's ages. Besides, the size of picture books itself should be bigger than common story books. It is purposed to make the students see the whole pictures and words clearly.