

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, presents the conclusion of the study and the suggestion for the English teacher, students and the next researcher.

A. Conclusion

The purpose of this study was to determine the effectiveness of using pictorial stories as a media in teaching reading comprehension. This study revealed that there were significant differences in reading comprehension of students who were taught to use pictorial stories as learning media better than those who did not use pictorial stories as student learning media in M.A Al-Bairuny Sambongdukuh Jombang.

Based on ANCOVA output, the results of the study show that there are significant differences between students taught by using pictorial stories as media that students teach by using non pictorial stories as media conducted at M.A Al-Bairuny Sambongdukuh Jombang. The results of ANCOVA calculations statistically show that the significance is 0.02 less than 0.05 ($0.02 < 0.05$). This means that using pictorial stories as a media to teach students' reading comprehension is effective. From this result, enough evidence to reject the null hypothesis. This means that teaching pictorial stories as an effective media for teaching reading comprehension for class X M.A Al-Bairuny Sambongdukuh Jombang.

B. Suggestion

Based on the conclusions above, researchers want to give advice to English teachers, to students, and to the next researcher.

1. For English Teachers

The teacher must match the media in teaching reading comprehension especially in narrative texts. Using pictorial stories is good innovation and an alternative media in teaching listening.

2. For Students

Students must pay attention to the teacher when the teacher provides English lessons. Students encourage themselves to learn English, especially reading narrative texts.

3. For further researchers

The results of this study can provide useful knowledge for future researchers, although this study is not perfect. The author hopes that the next researcher can prepare everything as well as possible in conducting research and can follow up on this research if the next researcher wants to conduct quantitative research. and It should be better to learn to analyze quantitative data using SPSS and prepare good instruments and data needed.

REFERENCES

- Amsiana, L. 2014. Teaching of Reading Comprehension of Narrative Through Short Story and Picture Series. *Journal of English Teaching*. Vol.3. No. 4, 1-10.
- Armbruster, B.B., Anderson, T.H. & Meyer, J.L. 1990. *The framing project: A Collaboration to Improve Content Area Reading Using Instructional Graphics (Technical report)*. Urbana, IL: University of Illinois, Centre for the Study of Reading.
- Ary, D., Jacob, L. C., Rajavieh, A., & Sorensen, C. 2006. *Introduction to Research in Education*. Canada: Thomshon Wodswort.
- Ary, D., Jacobs, L. C., & Sorensen, C. 2010. *Introduction to Research in Education*. California: Wadsworth
- Anderson, R. C., & Pearson, P. D. 1984. *A schema-theoretic view of basic processes in reading comprehension*. Handbook of reading research.
- Barwick, J. 2006. *Targeting Text: Narrative, Poetry, Drama*. Locked Hag: Blake Education.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco State University: Longman.
- Brown, H. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson/Longman.
- Dallman, R.L. 1982. *Teaching of Reading*. Wasington: CBS College Publishing.
- Ediger, M. 2000. *Teaching reading successfully*. New Delhi, India: Discovery Publishing House.

- Fatuni'mah, A. 2015. *Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite, And Review) Strategy (An Experimental Research at the Ninth Grade of SMP Ma'arif NU 02 Jatinegara in the Academic Year 2015/2016)*. Unpublished Thesis. Semarang: UIN Walisongo Semarang.
- Fuadiyah, S. 2016. *The Effectiveness of using Online Picture Book for Teaching Reading Comprehension of Narrative Text*. Unpublished Thesis. Semarang: Universitas Negeri Semarang.
- Gambrell, L. B., & Bales, R. J. 1986. *Mental imagery and the comprehension monitoring performance of fourth-and fifth-grade poor readers*. Reading Research Quarterly.
- Gillet, J. W., & Temple, C. 1994. *Understanding reading problems: Assessment and instruction (4th ed.)*. New York: Harper Collins.
- Grabe, W. 1986. *The Transition from Theory to Practice in Teaching Reading*. Cambridge: Cambridge University Press
- Honig, B., Diamond, L., & Gutlohn, L. 2008. *Teaching reading sourcebook (2nd ed.)*. Novato, Calif.: Arena Press.
- Harmer, J. 1998. *How to Teach English*, England: Pearson Education.
- Harmer, J. 2001. *The Practice of English Language Teaching 3rd ed.* New York: Pearson Education Limited.
- Harmer, J. 2003. *The Practice of English Language Teaching*. Harlow Essex: 18 Pearson Education Limited.
- Indriati, A. & D. Rukmini. 2016. The Effectiveness of Picture Series and Graphic Organizer on Students with High and Low Motivation in Comprehending Narrative Texts. *Language Circle: Journal of Language and Literature*, XI/1, 13-24.

- Lee, H. 2015. Using Picture Books in EFL College Reading Classrooms. *Reading Matrix: An International Online Journal*, 15(1), 66-77.
- Mc Millan, James, H & Shcumancher, S. 2006. *Research in Education*. New Jersey: Pearson
- Marchand-Martella, N., & Martella, R. 2010. *SRA Read to achieve, Comprehending Narrative Text (Professional Development Guide)*. SRA/McGrawHill
- Matulka, D. I. 2008. *A picture book primer: Understanding and using picture books*. Greenwood Publishing Group.
- Mitchell, D. 2003. *Children's Literature an Imitation to the Word*. Michigan State University.
- Nurhayati, D.A.W. 2014. Using Picture Series to Inspire Reading Comprehension for The Second Semester Students of English Department of IAIN Tulungagung. *Dinamika Ilmu* Vol. 14. No 2, 176-189.
- Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Potter, H. Abbot. 2008. *Introduction to Narrative*. Cambridge: Cambridge.
- Richards, J., John Platt and Heidi Weber. 1990. *Longman Dictionary of Applied Linguistics*. UK: Longman Group.
- Richards, J. C. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

- Russell, H. D., Molenda., & Smaldino, E. 2005. *Instructional Technology and Media for Learning*. New Jersey, Columbus, Ohio: Pearson Merrill Prentice Hall. Upper Saddle River
- Roozafzai, Z. (2012). The Role of Comic Reading Materials in Enhancing the Ability to Read in EFL. *Journal On English Language Teaching*, 2(3), 7-15.
- Rothlein, L and Meinbach, A.M. 1995. *Literature Connection Using Children's Book in the Classroom*. London: Foresman and Company
- Silberstein, S. 1994. *Techniques and Resources in Teaching Reading*. New York: Oxford University Press
- Simanjuntak, E.G. 1988. *Developing Reading Skills in Foreign Language Students (EFL)*. Jakarta: P2PLTK.
- Smith, F. 1982. *Understanding Reading a Psycholinguistics Analysis of Reading and Learning to Read*. New York: Holt, Rinehart and Winston.
- Urquhart, A.H and Weir C.J. 1998. *Reading in a Second Language: Process, Product and Practice*. London and New York: Longman.
- .
- Wood, E., Woloshyn, V., & Willoughby, T. 1995. *Cognitive strategy instruction for middle and high schools*. Cambridge: Brookline Books.