

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presented the conclusion and recommendation on the use of storybook as the reading material in this study.

5.1 Conclusion

In developing material, the important thing that should do by the teacher is he or she has to mastery well about what kind of material that she or he will develop, what is the students expectation in learning process. From the study above, there are many things that happen in applying the story-based lesson. As the previous discussion that the primary tool in story-based lesson is storybook. In story-based lesson, there are variety activities that exist inside the storybook. For example; at preparation stage, when the researcher showed some interesting pictures to the students, it seemed that they very like with that kind of media, especially when the teacher asked them to mention the name of those picture. They were very enthusiastic to do that. Then, in activity of asking questions that related to the topic, the students are very enthusiastic. It because all the questions are based on their experience and their background knowledge. Each of them have different answer for those all questions. Then, other activity, that is a game, it seemed that they very enjoying it. For example, in puzzle game, most students were very enthusiastic to arrange the piece of pictures become a good picture.

Moreover, at core activity stage, when the teacher read the story the students were actively gave a comments, questions, and opinion about the topic of the story.

It seemed that that they felt very confident to give their idea and opinion. In this stage, the researcher always helped the students to comprehend the story by answering the students' question. Sometimes, the researcher came to the students' to answer their questions.

In addition, at follow-up stage, there are some activities such as; story discussion and some exercise. In story discussion, the students are actively to ask to the teacher about everything that they do not understand, such as; words, phrases, sentences, or anything. Sometimes, they gave a feedback about their teacher's answer. It makes them think critically. In other activity, that is asked the students to match the words with its meaning is an enjoyable activity. The students were very enthusiastic to do that kind of activity. Then, in the type of questions which were required the students to answer the question directly and explicitly stated in the text, the students were very like with that type of questions because they can find the answer by looking it in the text. Moreover, the students also felt enthusiastic with the type of questions which were required the to answer the questions based on their experience and background knowledge.

5.2 Recommendation

From the result above, the researcher gave some recommendation to teacher that this product could be applied not only for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik at class C, but the teacher can also used it to other class but still in same level or grade. Moreover, the teacher can suggested to other teacher in other school to use this storybook in teaching reading skill especially for recount text.

The researcher also suggested to other researchers to use this product as their reference in developing the material especially in reading skill. Other researchers can develop other kinds of text such as narrative text or news item text but still in same arrangement such in storybook that has been developed by the writer in this study.

Then, for the students, this storybook is very useful to improve their reading skill. The colorful picture in that storybook can make them feel interested to learn English language. Moreover, the activities in it such as; story discussion, and fun games can make them feel enjoy with the lesson.